DOCUMENT RESUME

ED 126 415 CG 010 705

TITLE The Listener Program Handbook.
INSTITUTION Dade County Mental Health Association, Miami, Fla.; Dade County Public Schools, Miami, Fla. School Volunteer Program.
PUB DATE [75]
NOTE 89p.; Not available in hard copy due to marginal legibility of original document; for related documents, see CG 010703 and 704; Due to copyright, pages 52-56 have been removed from this document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Autoinstructional Aids; Counseling Effectiveness; Elementary Education; Elementary School Counselors; Elementary School Guidance; *Listening Skills; *Paraprofessional School Personnel; *Program Guides; Recruitment; *School Aides; Volunteer Training

ABSTRACT

"The Listener Program Handbook" gives basic information to counselors and volunteers who intend to participate in a volunteer listener program in an educational setting. Included are: (1) guidelines for recruitment of volunteers; (2) guidelines for orientation of volunteers, parents and students; (3) job descriptions for both counselors and volunteers; (4) self-awareness articles and activities for volunteers; and (5) guidelines for the establishment of a helping relationship between volunteer listeners and students. An extensive bibliography completes the handbook. (KBE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

CE012041

THE LISTENER PROGRAM HANDBOOK

BEST COPY AVAILABLE

HARD COPY NOT AVAILABLE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DUE TO COPYRIGHT, PAGES 52 THRU 56 (CARKHUFF FACILITATIVE INDEX) HAVE BEEN RMOVED FROM THIS DOCUMENT PRIOR TO FILMING

THE LISTENER PROGRAM HANDBOOK

The School Volunteer Program of Miami

Dade County Public Schools

Miami, Florida

FOREWORD

The purpose of this handbook is to acquaint you with the main people, places, and ideas which comprise the Listener Program in the Dade County Public Schools. Most of the pages are self-explanatory, but some pages will be expanded upon and further explained during the two required pre-service orientation sessions. If you have any questions about or reactions to this handbook, please contact:

The School Volunteer Program of Miami
Dade County Public Schools
1410 NE 2 Avenue
Miami, Florida 33132

(305) 371-2491
(305) 442-8862

(or)

The Mental Health Association of Dade County
800 Brickell Plaza
Miami, Florida 33131

(305) 379-3642

TABLE OF CONTENTS

I. General Information (GET READY)

A. Developing a Philosophy
1. Capsule History....2
2. Why Listen to Children....4
3. Listener Program Prospectus....5
4. Roles of Sponsors of the Listener Program....6
5. The Role of the Listener (Transcript of film)....7
6. Training Session Agenda....11
7. Summary of Listen-to-Children Questionnaire....12

B. Being Part of a School Volunteer Program
1. To the Volunteers....15
2. In the Beginning....16
3. SVP Communication Network....18
4. Numbers You Need to Know....19
5. How to Keep Communication Lines Open....20

C. Being Part of the Mental Health Association
1. An Overview of the Program....23
2. Membership Form....24

II. Basic Information for Counselors (GET SET)

A. On planning
1. Guidelines for Selecting Sites for the Listener Program....26
2. Job Description for a Counselor in the Listener Program....27
3. Recruitment Materials
3.1 Recruitment Methods....28
3.2 Recruitment Flyers....29

B. On implementing
1. How to Orient Your Volunteer Listener....33
2. How to Orient Your Parents
2.1 Sample Letter to Parents of Elementary Students....35
2.2 Sample Letter to Parents of Secondary Students....36
3. How to Create Better Understanding....37
4. Sample Coaching Conference Agenda....38
5. How to Retain Volunteers....39
6. How to Express Appreciation to Volunteers....40
7. Volunteer Viewpoint....41

III. Basic Information for Volunteer Listeners (GO!)

A. Building a Firm Foundation
1. The Listener Job Description....43
2. School Volunteer Program Application Form--English....44
3. School Volunteer Program Application Form--Spanish....45
4. Expectations--Compare Yours with Others....46
5. Knowing Yourself Better
5.1 Life Style Indicator....47
5.2 How Cross-Cultural Differences Can Affect Your Role (Transcript of film)....48
5.3 The Carkhuff Facilitative Index....52
5.4 What Would You Do?....57

Table of Contents (continued)

B. Becoming a Better Listener
1. Working with People.....59
2. Is Help Helpful.....60
3. How Far Does a Relationship Go?.....62
4. It's What You Say That Counts.....63
5. How to Build 1:1 Relationships.....73
6. How to Listen to Children, Part 1 (Transcript of film).....77
7. How to Listen to Children, Part 2 (Transcript of film).....80
8. Activities Which Promote Communication.....83

IV. Bibliography and Other Resources.....85

I

GENERAL INFORMATION

A. Developing a Philosophy

Toward a Philosophy on Developing a Volunteer Listener Program

In the Beginning. . .

It is said that necessity is the mother of invention and that adage has certainly been reflected in the evolution of the Listener Program. It all began at a time when specific needs were being felt and voiced not only by members of the educational community but also by the general public.

The State of Florida had just mandated money to support a pilot program in Dade County which would place elementary counselors in a limited number of elementary schools. Until that time counseling at the elementary level had been carried on by classroom teachers, helping teachers, principals or, in extreme cases and through an elaborate referral system, school psychologists. Although that action helped assuage the cries for help from elementary teachers, administrators and parents, the money was so limited that each elementary counselor had to service all the children in two schools. This often involved a ratio of 1:4000. So, there existed a need for additional help in counseling at the elementary schools.

At the same time, through E.S.E.A. Title III funds, a School Volunteer Program was gaining momentum within the Dade County Schools. One of the functions of this program was to activate personnel and resources from the community to help address specific needs of the schools. The program had already proved successful in providing thousands of volunteers to assist teachers in more than fifteen different volunteer job classifications ranging from reading and mathematics tutor through classroom and supervision assistant to storyteller and arts and crafts assistant. It was a natural outgrowth of the yearly needs assessment survey for the School Volunteer Program to focus its attention on expanding the role of volunteers in order to help the newly appointed elementary counselors.

During the exploration of community resources, it was discovered that the Mental Health Association of Dade County, which enjoys the broad-based community support of the general public and educators as well as mental health professionals, was also aware of the dearth of counseling services available within elementary schools and was willing to support a program which could help alleviate the situation. Because of the volunteer nature of the organization, it was able to recruit volunteers both from the interested general public and the mental health professionals.

It was the natural marriage of these two groups, which produced the Listener Program. The School Volunteer Program could provide access to the schools combined with the facilities and personnel for training and supervision; the Mental Health Association could provide both lay volunteers and professional volunteers.

"WHY LISTEN TO CHILDREN"?

Dennis McDougle

A definition of listening is: "to touch with one's self the reactions of another to the world in which he lives." When an adult truly listens to a child he is making the non-verbal statement, "I acknowledge your existence and I respect your right to be."

You have no doubt heard, and perhaps grew up with the saying, "children should be seen but not heard." Perhaps even worse than refusing a child the right to speak is allowing the child to speak and paying no heed to what he says.

It is not difficult for a child to perceive himself as a tiny, helpless creature in a world of strong competent giants, called adults. Adults almost always take the form of parents, teachers, policemen, and others in positions of power over children. Many adults have a hard time talking to that one person, their Boss. To a child, every adult may be "The Boss".

The "Listen to Children" program offers children the opportunity to have an adult friend who is not in a position of authority. Lacking this authority, the listener is not expected to try to solve problems the children might reveal.

Being visited by an adult who simply accepts the children as they are, with all their physical and emotional strengths and weaknesses, can help the children communicate more freely their own life experiences. The main goal of the listener is to facilitate this communication.

All of us have dealt with in-laws, parents, or others who have attempted to take charge in our lives to excess. Thinking back to these experiences can help us realize the significance of a special visit from one who simply "takes us as we are."

Both the listeners and the children are volunteers and the listeners are supported by initial orientation sessions, weekly coaching conferences with the children's school counselor, monthly playback sessions between listeners and professionals, and resource people of the Dade County Mental Health Association who are available daily by phone.

A listener might typically spend twenty minutes per week with each of four children. An open relationship between a child and a listener can not only be satisfying at the moment, but can help a child avoid some problems later in life. This is only to say that feelings which are not buried during childhood will not spring up later as an adult's emotional problems.

The relationship between a child and a listener is an on-going one which may be ended at the will of either the child or the listener. Matters of policy are set by the principal of the school to which the listener is assigned.

1. The purpose of the program is to provide an opportunity for each student and Listener to build a meaningful relationship and to help alleviate anxiety and frustration in the students.
2. Listeners receive five hours of preservice training by the Mental Health Association and the School Volunteer Program.
3. Listeners are recruited by the Mental Health Association and interested schools themselves.
4. To be eligible for participation both the school principal and elementary counselor must agree to accept Listeners and to adhere to the guidelines of the program.
5. Each elementary counselor or visiting teacher counselor works with approximately four to six Listeners per school.
6. Each Listener spends approximately 30 minutes per student per week. Most Listeners have from two to six students.
7. A five to fifteen minute coaching conference is held each week between counselor and Listener.
8. Monthly feedback sessions are held so that both Listeners and counselors may exchange ideas with Mental Health professionals.
9. Parent Permission forms for participating students are option of each principal.
10. Records between counselor and Listener are at the option of each individual school.
11. Student candidates may be referred to counselors by teachers or selected by counselors themselves. Relationship may be ended by request of Listener, student, or counselor.
12. Students in the program are not extreme cases.
13. To become involved call the School Volunteer Program (371-2491).

Role of Sponsors of the Listener Program

Mental Health Association	School Volunteer Program	Participating Schools
1. Assist in recruitment of volunteer listeners.	1. Recruit schools and counselors.	1. Demonstrate approval of program through commitment of personnel, facilities and support.
2. Secure services of volunteer Mental Health Professionals to provide input during preservice orientations and feedback sessions.	2. Provide a staff person to represent the school system on the Steering Committee and at all meetings.	2. Free a counselor to attend initial orientation sessions and feedback sessions.
3. Provide a volunteer who will serve as Coordinator of Listeners.	3. Serve as liason with the schools, counselors and school system in general.	3. Communicate regularly with volunteers via weekly counselor/Listener coaching conference.
4. Provide a staff person to represent the Association on the Steering Committee and at all meetings.	4. Assist in recruitment of volunteer Listeners.	4. Orient faculty as to the role of the Listeners.
5. Provide clerical assistance for such tasks as mailings, materials reproduction, etc.	5. Provide a staff person to organize and conduct training sessions and to provide input during feedback sessions.	5. Provide the students for the program.
6. Serve as liason with the professional mental health community.	6. Provide clerical assistance for such tasks as mailings, materials, reproduction, etc.	6. Orient the Listeners to the philosophy and facilities of the school.
7. Assist in the conducting of publicity and public awareness campaign.	7. Assist in the conducting of publicity and public awareness campaigns.	7. Serve as liason with parents and other community groups.
8. Assist in evaluation of program and products.	8. Organize and conduct evaluation of program and products.	8. Assist in recruitment of volunteer Listeners.
		9. Assist in the collection of evaluation data.

LECTURE III

THE ROLE OF THE LISTENER

I'm Warren Schlanger and I help lead the feedback sessions.

I'm Karen Summers and I'm here with you today to share my experiences as a listener.

And I'm Norm Golden and I'm an elementary counselor.

Mod. Dr. Schlanger, what is the role of the listener?

Ans. Well, Joe, the role of the listener has really changed since the onset of the program. At first we conceptualized the listener as somebody who would sit there rather passively and just listen to what the child is saying, but really not get themselves involved very much. As the years have passed, it evolved that it is now more important for the individual to be a person first, and, in communicating with the child, to bring in his or her own personality. These are the best tools that the listener has available to him or to her.

Mod. Mr. Golden, what is the role of the counselor within the listener program?

Ans. The counselor really acts as a consultant to the listener. He gets involved in their training and he also helps them when they get stuck in certain kinds of situations when they are working with the child.

Mod. Warren said that he was mostly involved in feedback sessions. The counselors also conduct weekly coaching conferences, don't they Norm?

Ans. Yes, they do. They get very much involved in the day to day listening program. When things come up where the listener just doesn't know what to do, they come to the counselor and they cry on our shoulder and we try to help them out.

Mod. You are kind of a listener's listener then?

Ans. Exactly.

Mod. Mrs. Summers, please describe a typical day in the life of a listener.

Ans. Well, my day starts by taking my own son to school first and then I continue on to the school that I'm working in. The first thing I do is have my coaching session with my counselor. And then I continue to the class of the first student that I am going to see. I try and spend between 20 and 30 minutes with each one of the children. At the end of the session after I have seen my children, I try to take mental note of what has gone on that day so that I can discuss it with my counselor again.

Mod. So a typical day for you is being with your own family and having your relationship within and then also working with your students?

Ans. Right.

Mod. How many students did you see, Karen?

Ans. Oh, if one was absent or something like that, sometimes I would see 4, 5, sometimes even 6.

Mod. How long would you spend with each one?

Ans. Between 20 and 30 minutes, depending on how the session was going. If I thought that the child was getting restless, I would send him back a little early. Or if you feel that you really are getting somewhere with them, you can keep them a few minutes longer. It's quite flexible.

Mod. And for how long a period of time did you build your relationship? Was it just for a month or so? Or how long?

Ans. No, I saw them the entire school year.

Mod. Let's return to some of the specifics of the program again. Just exactly how are students selected for the program?

Ans. Well there are a number of ways in which we select the children. As a counselor, I am very much aware of what is going on in the school with the children. If I feel that a child can be benefited by being involved in a listening program, I will recommend him. Of course, a teacher can recommend a child. Even on occasion, the principal, who knows that a child needs this kind of help, could recommend him.

Mod. I know, that in a couple of schools, the listeners are so popular that the children end up recommending themselves. They run up to the listeners and say, "When are you going to have time for me?"

Ans. Right! They try to bring their friends along with them too.

Mod. So, I think that says something right there about the kind of relationship that has developed. Everybody wants to be involved. It must be something very positive.

Ans. I'd like to emphasize one point that has come up in our monthly feedback sessions. I'm thinking of a number of these children who aren't really problem children, per se, but just children that might need somebody to listen to them, and the teacher feels they could benefit from a nice, warm relationship with an adult. We have had children who were shy; who need some bringing out, who need a one to one relationship. We have some children who are acting-up kids and as a result of being involved in a listening program, being involved with a listener, we find that there are behavior changes that take place with these children. They become much more at ease in the school situation.

Mod. Karen, why don't you describe some of the actual children that you have? What are the kinds of students that have been involved with you?

Ans. I had one little boy who was in the first grade. He very much distrusted adults. He was very much at ease with children. With adults he was quite a problem. He seemed to be really frightened of his teacher. The teacher warned me of this when I first started seeing him. So, I would play on the monkey bars with him, or swing on the swings with him, and do his kind of thing. I would sit down, get on his level, and one day he held my hand and I thought that

was really great, that he would hold my hand.

Mod. That was really a big step for him, then?

Ans. It sure was, because he was really frightened of adults.

Mod. How are the teachers of these students prepared for the listeners and the listener programs in the school?

Ans. We try to make them aware of the purpose of the listening program which is just to provide the kids with a one-to-one relationship. The teachers are usually very cooperative, because they are concerned about the kids and they are aware now, from past experiences, that this kind of a program can really help.

Mod. You talked a little bit about where the listening takes place. It takes place in the school. Just how do you suggest that the listeners begin their relationship?

Ans. Well, I usually start in mine by just introducing myself to them, saying I was going to be their friend, and we would do things like find a quiet corner in the library and read a book together, or we would play on the swings or slide, or we would go for a walk or sometimes I would let them choose what they wanted to do. They would bring a record from home and we would play that record together or other times I would have really a structured time where I had brought something from home and we would do it. Or sometimes we went for a walk around the schoolgrounds. There are many things you can do with them. You can always find some quiet place, even if it is a doorstep in a room. You can get a quiet place by yourself.

Different listeners use different kinds of approaches. I remember one listener brought ballet records and did ballet with several girls. Not in the classroom, but they went into another room that was available. That became very popular. She had more kids that wanted to get involved with her than she knew how to handle.

I think that is one of the reasons Warren said that we change the philosophy of the program because we found that we had so much talent involved and we could really capitalize on the talents of the listeners too.

Mod. How did this relate to the development of the initial meetings?

Ans. As far as the relationship itself, it's like any relationship, really, it's not very different. People kind of test each other out. See what the other one is willing to accept and one of the things that I feel is very important is to be yourself. For example, today, Nancy has a cold. If Nancy was to try to be bubbly and jovial, that wouldn't be Nancy, today. We change from day to day and maybe Nancy would want to say to the child that she is working with, "You know, I feel rotten today," rather than try to be cheerful and bubbly. If I was to come up and say hello to Norm, who I know here, and say, "Hi, Norm, great to see you", he would know that I was really being phony, because that's not me. Then the children and the adult test each other out. What's okay in this relationship, and what's not okay in this relationship? A child might try to induce the listener to go across to 7-11 to purchase all kinds of goodies and test the listener is that okay? If the listener goes ahead and does that, well then the child expects that the next time.

He will continue to test and if the listener wasn't comfortable in doing that in the first place and went along and did it, she is really setting up a false message in the relationship.

I found the children are very perceptive to the mood that I was in. I know one day that my little dog had been stolen the night before and I was really distressed about this. I told one of my children. I said, I'm really disturbed today because my little dog was stolen last night." He tried to console me, he shared one of his experiences with me where one of his animals had been missing. I thought that was very important that he would open up and share his feelings with me. But they do know when you are in a down mood.

Mod. Once you develop a strong relationship with them like that, then, how do you actually end up the relationship? What do you suggest? Warren?

Ans. Well, I think you start ending the relationship before the end really begins. Because you are really telling the youngster from the beginning that this is going to be a relationship that will probably last only the school year. Then you have to recognize that you have to repeat this, as the end approaches, and you go through a separation as you do in any other relationship.

Mod. Well, I think it's about time for us to separate from you all. Joe and I would like to thank you, our guest Warren Schlanger, Karen Summers, and Norm Colden for sharing your experiences in the listener program with us.

TRAINING SESSION AGENDA

1. Orientation I: Second Tuesday of the month (September through February) 9:00-11:30 at the M.H.A., School Vol. Prog. or other designated site

   Agenda: History of the program (M.H.A. representative and School Volunteer Program representative)

   Overview of the program

   Presentation on "How to Listen to Children" (film of Mental Health Association professional)

   Film on "The Role of the Listener"

   Assignment of Listeners to schools

2. Meeting: Prospective Listeners meet with counselors at assigned school

   Purpose: To explore philosophy and physical situations of that particular school

   Time: Between second and third Tuesday of the month

3. Orientation II: Third Tuesday of the month (September through February) 9:00-11:30 at the Mental Health Association, School Volunteer Program or other designated site

   Agenda: Exercise in team relations (School Volunteer Program representative)

   Film on "How Cross-Cultural Differences Can Affect Your Listening Relationships"

   Film on "Positive Reinforcement"

   Role playing of "Building 1:1 Relationships" (School Volunteer Program representative)

4. Feedback Session: Fourth Tuesday of the month (September through May) from 9:30-11:00 at two sites within Dade County.

   Agenda: The first 15 minutes can be devoted to a presentation by a Mental Health Association professional on a topic of importance to the Listeners. The remainder of the time will be spent in answering questions the Listeners may have.

   Purpose: To consult professional psychologists and share experiences with the Listeners.

5. Coaching Conference: Weekly meeting between Counselors and Listeners in the schools for 5-10 minutes.

   Purpose: To exchange information and discuss problems, happenings, progress, etc.

PLEASE RETURN TO Nancy Cooper, School Volunteer Program via U. S. Mail or School Mail A-1

LISTEN-TO-CHILDREN PROGRAM
ATTITUDE QUESTIONNAIRE

POSITION: (check one)

52 Listener	4 Others
10 Counselor	2 School Administrator
	11 Teacher

DIRECTIONS: Read each statement and decide how you feel about it. Then circle the number which most nearly corresponds to your feelings. Finally identify some specific reasons for your ratings in the section marked "because".

TRAINING COMPONENTS:

1. The 4-hour pre-service training sessions are a valuable part of the training program.

	Strongly Disagree 1	2	3	4	Strongly Agree 5	
Administrators				1	1	
Counselors			3	3	4	
Teachers			1	1	3	6
Listeners	1		2	3	26	
Other			2	1	1	

2. The monthly feedback sessions are a valuable part of the training program.

	1	2	3	4	5	
A				1	1	
C	1	1	1	1	3	3
T			1	1	2	7
L		1	3	5	33	
O					4	

3. The school-level orientation by the counselor and/or school administrators is a valuable part of the training program.

	1	2	3	4	5	
A				1	1	
C				5	5	
T			1	2		7
L			5	7	17	3
O				1	2	1

SCHOOL-LEVEL CONSIDERATIONS:

4. The listeners are regarded by the faculty as a contributing member of the total school team.

	1	2	3	4	5	
A				1	1	
C		3	4	1	3	
T						
L	1	1	6	4	14	6

	Strongly Disagree 1	2	3	4	Strongly Agree 5	
5. The listeners are regarded by the administrators of the school as a contributing member of the total school team.						
A					2	
C		2	4	2	2	
T			3	2	4	2
L			4	7	15	6
O			1		3	
6. The facilities at the school are adequate for the needs of the listeners.						
A	1				1	
C		2	1	4	2	1
T	1		3	2	4	1
L	9	4	4	3	11	1
O			1	1	1	1
THE ROLE OF THE LISTENER:						
7. The listeners helped meet a definite need in the schools.						
A					2	
C				1	9	
T				3	8	
L			2	2	14	4
O				1	3	
8. The listeners were able to establish a satisfactory relationship with the students.						
A					2	
C			1	3	6	
T			2	3	6	
L			1	7	20	4
O					2	2
9. The listeners affected the behavior of the students in a positive manner.						
A					2	
C		2	1	1	4	2
T			1	3	5	2
L			4	6	11	11
O					2	2

What changes would you suggest for improving the program? (Write answer on back)

What suggestions would you make for motivating others to participate as listeners? (Write answer on back)

I

GENERAL INFORMATION

B. Being Part of a School Volunteer Program

TO THE VOLUNTEERS

Congratulations! As a new Listener, you have become a part of the School Volunteer Program of Miami. Thousands of volunteers--parents, community members, college and high school students--serve the schools in nineteen different job categories ranging from reading or math tutor to special interest club sponsor.

Remember, there are incentives for being a volunteer--the reward of serving a child progress, the feeling of self satisfaction a volunteer receives, and the chance to earn college credit through your volunteer work. For current college credit procedures, please check with your School Volunteer Program area specialist.

IN THE BEGINNING . . .

THE SCHOOL VOLUNTEER PROGRAM in the Dade County Public Schools began in January, 1971, in the North Central Area under the administrative guidance of Dr. Jeff West, the Area Superintendent. The North Central Area was selected as a site in which to pilot the program because of its unique composition, including the three primary ethnic groups in Miami and because it also contained a cross section of the socioeconomic strata of our community. In essence the North Central Area somewhat represented Dade County in microcosm. Any findings related to the use of volunteers in this area could conceivably be expanded to apply to different areas of the greater Miami area.

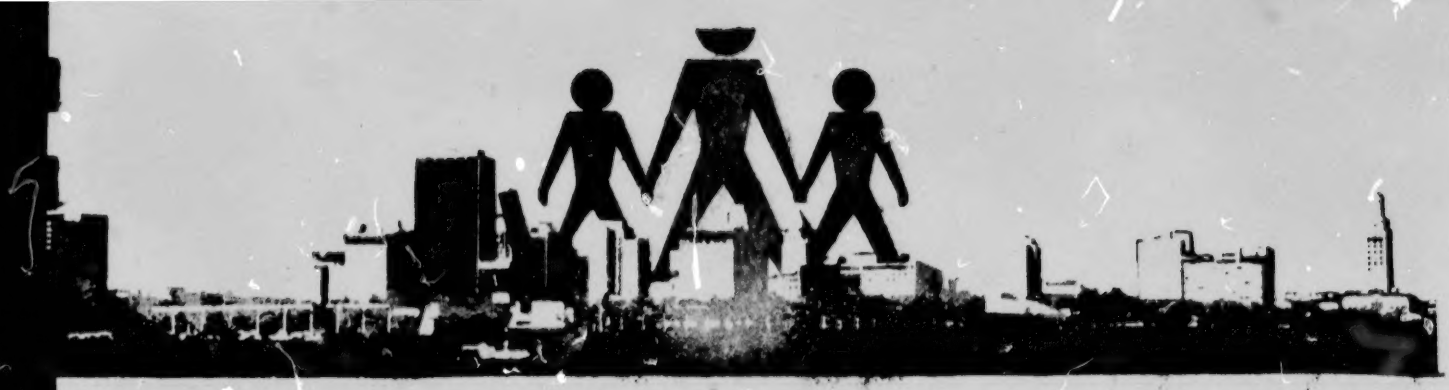
The original staff of the program consisted of two positions: a coordinator of volunteer services and a program secretary who also doubled as the coordinator's assistant. Working in fifteen pilot schools, including both elementary and secondary, the program quickly caught on and enlisted 71 volunteers who contributed over 1,000 hours in two and one half months between mid-March and June of 1971. Also, during the feasibility study period, a very effective and prestigious Advisory Board was formed to support the program in the community and to provide recommendations for program development in all sectors of the greater Miami area. The first Advisory Board chairman was The Honorable D. Robert Graham, State Senator, 48th District.

At the end of the 1970-71 school year, the administration of the Dade County Public Schools received requests from the communities in the Northeast and South Central Areas to expand the School Volunteer Program and to implement this innovative new concept with schools in those areas. This

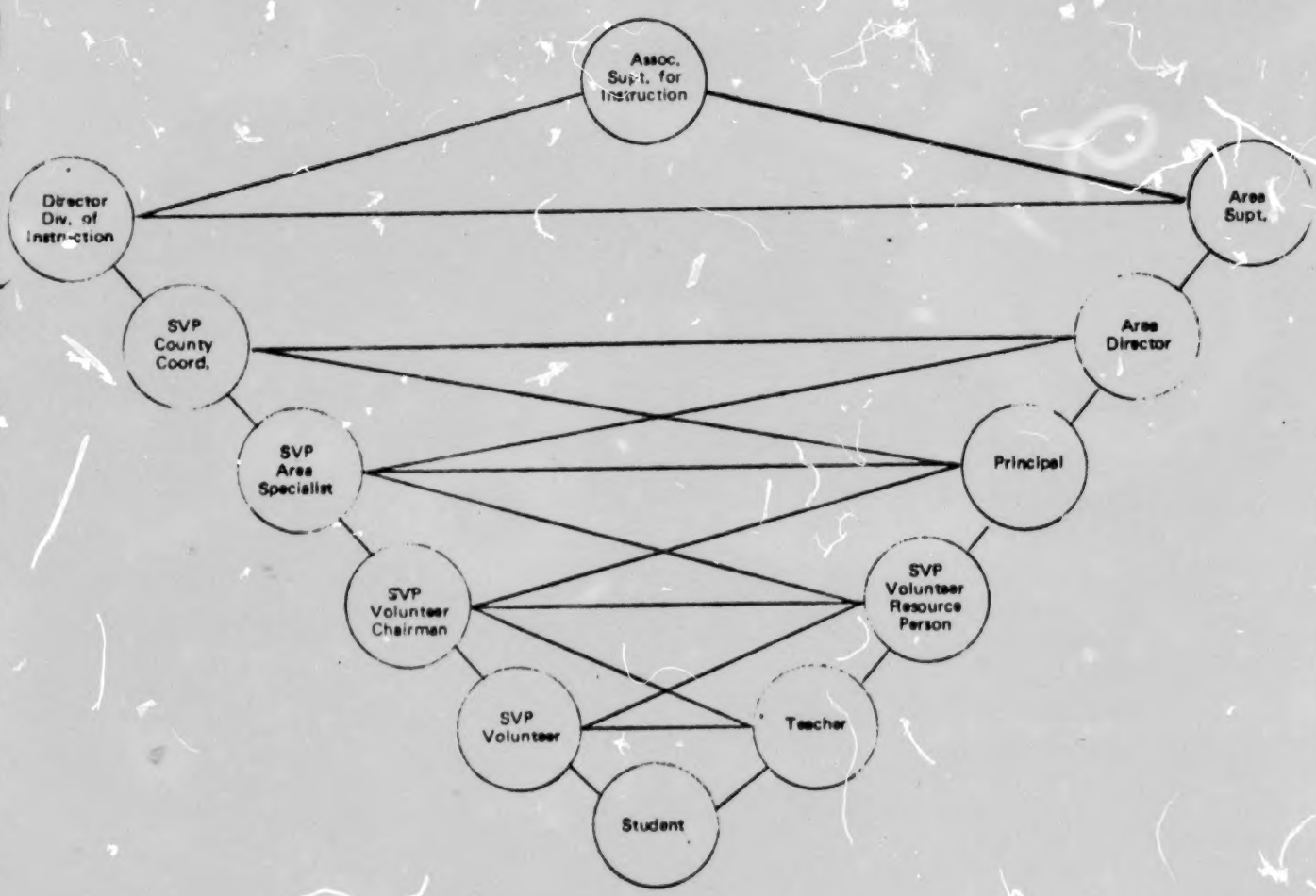
request was granted and the pilot phase of the program extended itself to 15 schools in three areas of the county. Not until July 1, 1972, did the program expand its staff to the optimum size to accommodate three areas. This expansion was made possible with ESEA Title III funds from the State Department of Education in Tallahassee, Florida. During the one year period from July 1, 1972, until July 1, 1973, the School Volunteer Program increased in size from 1,250 volunteers to 3,287 regular volunteers working a minimum of two hours a week for at least one semester.

Beginning July 1, 1973, the School Volunteer Program became the first ESEA Title III program, in the history of the school system, to be funded with local funds ($48,498) during the funding period of Title III. This additional funding by the local school budget provided for the addition of three Area Volunteer Specialists who were assigned to the three school areas not previously covered by Title III monies.

During the period from July 1, 1973, to July 1, 1975, when the Title III grant ran out, the number of school volunteers increased to over ten thousand regular volunteers and eight thousand occasional volunteers. As a result of the outstanding community support and contributions of the volunteers to the schools, the Dade County School Board voted in the fall of 1975 to extend its local support to the three areas previously funded by Title III.



SVP COMMUNICATIONS NETWORK



NUMBERS YOU NEED TO KNOW

The School Volunteer Program of Miami
2121 Ponce de Leon Blvd., Room 802
Coral Gables, Florida 33134
Phone: 371-2491
442-8862
School Code: A-1b

To contact the School Volunteer Area Specialists, please call or write:

NORTHEAST
Northeast Area Office
14027 N.E. 16 Court
North Miami, Fla. 33161
Phone: 891-8364
School Code: I-4

NORTHWEST
Northwest Area Annex
5987 East 7th Avenue
Hialeah, Fla. 33012
Phone: 685-8265
School Code: XX-5c

NORTH CENTRAL
North Central Area (Curriculum Center)
6221 N.W. 29 Avenue
Miami, Fla. 33147
Phone: 836-4750
School Code: TT-2

SOUTH
South Sub-Area Office
12401 S.W. 74 Avenue
Miami, Fla. 33156
Phone: 232-1224
School Code: NNN-1g

SOUTH CENTRAL
South Central Area Office
2201 S.W. 4 Street
Miami, Fla. 33135
Phone: 642-7555
School Code: WWW-2

SOUTHWEST
Southwest Area Annex
9040 S.W. 79 Avenue
Miami, Fla. 33156
Phone: 595-5925
School Code: MMM-1

HOW TO KEEP COMMUNICATION LINES OPEN

Without constant communications, a volunteer movement can shrink to isolated single school efforts and eventually just wither away. Programs which seem to have a real impact on the total community are those which show a strong united front and communications is the key. One of the major duties of school-level SVP leaders is to serve as the basic link in this all important communication's chain. In order to simplify the communicating of information required for area, county and federal records, many forms used by SVP Chairmen and Resource Persons have been condensed and revised.

Although official attendance and statistical records are important, there are other communication channels which need regular attention. The individual volunteers, themselves, appreciate being kept up-to-date in volunteer activities and school events. A bulletin board for volunteers, located at an easily accessible spot in the main office, library, or lounge area, can serve to inform both faculty members and volunteers of pertinent happenings. The P. T. A. newsletter or regular school newspaper can help keep both the student body and parents aware of the scope of volunteer activity.

County-wide awareness and communication will be expanded this year. In addition to the regular newspaper, radio and public television coverage, the SVP will have its own weekly television show on Channel 2. SVP leaders can encourage all interested persons to watch by organizing viewing parties, making viewing reminder announcements over the school's P.A. system, arranging for refreshments for viewers, leading follow-up discussions, and forwarding comments and suggestions to the central SVP office. As another county-wide communication activity, the SVP will continue to publish its tri-annual newsletter,

"Esprit de Corps." School-level SVP leaders are urged to submit human interest stories, announcements of special events, and highlights of volunteer activities to the central SVP office. In order to make the collection of information easier, the SVP Chairman or Resource Person may wish to ask one person from each component (parents, Turn About students, college students and business/industry representative) to serve as the reporter for his group. All such information should be sent to the central SVP office.

A last note about communications. The Area Volunteer Specialist is there to provide help and support to you, but she needs to hear from you. Please call her regularly to brag, complain, question, rant or rage, but do keep in touch.

I

GENERAL INFORMATION

C. Being Part of the Mental Health Association

28

Mental Health Is Freedom

Freedom to feel comfortable about yourself. and right about other people. It's also the ability to meet life's demands.

Mental health, you might say, is the overall way people get along — in their families, at school, on the job, with their friends, and in their communities. It's a happy feeling which the National Association for Mental Health is working to achieve for everyone.

Your local mental health association is part of this effort and wants you to be a part of it, too.

The Role of Your Mental Health Association

- *Information/Referral.* The Mental Health Association provides information about mental illness/mental health and refers individuals for help.
- *Volunteer Services.* Mental Health Association volunteers work in hospitals, clinics, schools, residential centers, aftercare centers, etc. to bring hope and help to patients and their families before, during, and after hospitalization.
- *Social Action.* The Mental Health Association mobilizes citizen support for better understanding of mental illness, development of local treatment facilities, and strengthening of local laws and fiscal allocations pertaining to the mentally ill.
- *Public Education.* The Mental Health Association provides literature, films, and speakers to inform the public about the problem of mental illness.
- *Research.* The Mental Health Association initiates and provides research into the causes, treatment, and prevention of mental illness.
- *Aftercare and Rehabilitation.* The Mental Health Association helps bring the rehabilitated patient home, secure a job, and helps with follow-up medical care and settlement in the community.
- *Prevention.* Since everyone has mental health (some better than others!), the Mental Health Association sponsors programs which work at preventing mental illness and attempts to better conditions in the community which promote GOOD mental health.

PHONE: 379-3642, 43, 44

The Mental Health Association of Dade County, Inc.

is a voluntary, non-profit agency and a chapter of the Mental Health Association of Florida and the National Association for Mental Health.

To fulfill our role in the local community, the M.H.A. of Dade County provides the following services:

- Town Meetings on Mental Health
- Seminars for Public Education
- Mental Health Forums
- Monthly *Mental Health* News
- Mental Health Community Day
- Information and Referral
- Listen-to-Children Volunteers in our Public Schools
- Solo Center for widowed, Divorced and Single Persons
- Volunteers working at:
  - Jackson Psychiatric Institute
  - Mercy Hospital Unit
  - Children's Psychiatric Center
  - Comprehensive Health Center
- New Moms Project Volunteers
- Miami Beach M.H.A. Outpost
- Legislative Action
- Patient Advocacy
- Family Services for Relatives

Mental Health Agency Directory

Citizens Who Do Make A Difference

Enclosed is my annual membership contribution check for $.

Regular Membership—$10 per person ($20 per couple) Supporting—$15 per person.

Please put my name on your mailing list for *Mental Health News* and free Admissions monthly.

NAME _____ AGE _____

ADDRESS _____ STATE _____ ZIP _____

PHONE _____ INTERESTED IN VOLUNTEER WORK? _____ If yes, are you willing to help in the following ways: Visiting Patients _____, Working with Children _____, Office Work _____, Gathering Gifts _____, Giving Membership Coffees _____, Visiting New Mothers _____, Committee Work _____, Educational Programs _____, Legislative Action _____, Information and Referral _____, Telephone Counseling _____, Visiting the Aging _____, Other Interests _____

Please complete and mail with your check to: Mental Health Association of Dade County, Inc.
800 Brickell Plaza, Miami, Florida 33131

THANK YOU!

WILL YOU HELP?

We need your membership and your volunteer hours. Please complete the form on the reverse side of this brochure and become a part of one of the most active and alive organizations in Dade County.

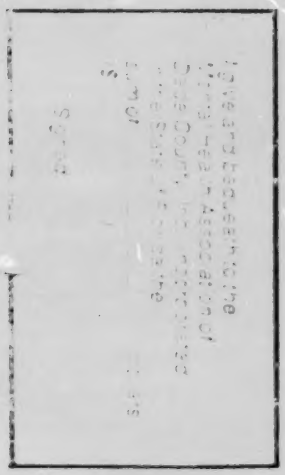
NOW ABOUT FINANCES...

The Mental Health Association receives about half of its support through the United way.

The rest of our budget comes from membership contributions which are greatly needed for on-going operating expenses. Our staff is small, much of our office work is done by volunteers and every penny counts!

Bequests are a way of assuring the future of the Associations vital program. The form below will make it possible for you to remember the Mental Health Association in your will.

MEMBER AGENCY
UNITED WAY



II

BASIC INFORMATION FOR COUNSELORS

A. On Planning

Guidelines for Selecting Sites for the Listener Program

Any elementary or junior high school may participate in the program by expressing interest and by meeting the following criteria:

1. Must have the approval of the Director of Pupil Personnel Services at the Area Office.
2. Must have the approval of the principal.
3. Must have a counselor or substance education teacher willing to supervise the volunteer.
4. Must free the counselor or substance education teacher to attend one set of preservice training sessions and occasional feedback sessions.
5. Must be willing to assist in evaluation activities.
6. Must be willing to adhere to the guidelines as set forth in the prospectus and philosophy statements of the program.
7. Must be willing to provide orientation time for faculty members.
8. Must be willing to provide meeting space for the Listener to work and for the weekly Listener/counselor coaching conferences.

Job Description for a Counselor in the Listening Program

Responsibility:

The Counselor is responsible to the principal of the school in which the Listeners serve.

Major Duties:

1. Serve as a liaison between the school and the Listeners.
2. Orient the staff to the use of volunteer Listeners.
3. Select students for placement with Listeners.
4. Conduct short weekly coaching conferences with Listeners.
5. Supervise the daily operation of the Listeners assigned at that school.
6. Attend, on a rotating basis, monthly feedback sessions.
7. Provide feedback to School Volunteer Program Area Specialists.

Qualifications:

1. Must be willing to attend the two pre-service orientation programs.
2. Have a positive attitude toward the use of volunteers.
3. Must be able to communicate effectively with the staff and persons in the community.
4. Must be willing to assist in the collection of evaluation data.

RECRUITMENT METHODS

INDIVIDUAL RECRUITING:

1. Peer recruitment: parents recruit parents, teachers recruit teachers, students recruit students, senior citizens recruit senior citizens.

2. Visits to homes, stores, offices, new comers and take duplicated or printed informational brochure or applications.

3. Establish contact with key community leaders.

4. Face-to-face approach at: P.T.A. meetings, school fairs, student councils, school assemblies, service clubs, church groups.

5. Start a speakers bureau of volunteers who are knowledgeable enough to serve as a recruitment committee.

MASS OR PUBLIC RECRUITING:

1. Letters to: homes, organizations, civic groups.

2. Newspapers: send news release to local papers, shoppers guides, house-organs, business/trade papers.

3. Sponsor a meeting where a prominent personality will talk about his/her ideas about volunteering.

4. Selected mailing lists.

5. Posters and paraphernalia in supermarkets, churches, libraries, laundromats, gas stations, restaurants, beauty shops, civic halls, banks, drug stores, carry-outs.

6. Telephone campaigns and chains.

7. Brochure and flyers: can be distributed in mailboxes, community or civic meetings, conventions.

DELEGATED RECRUITING:

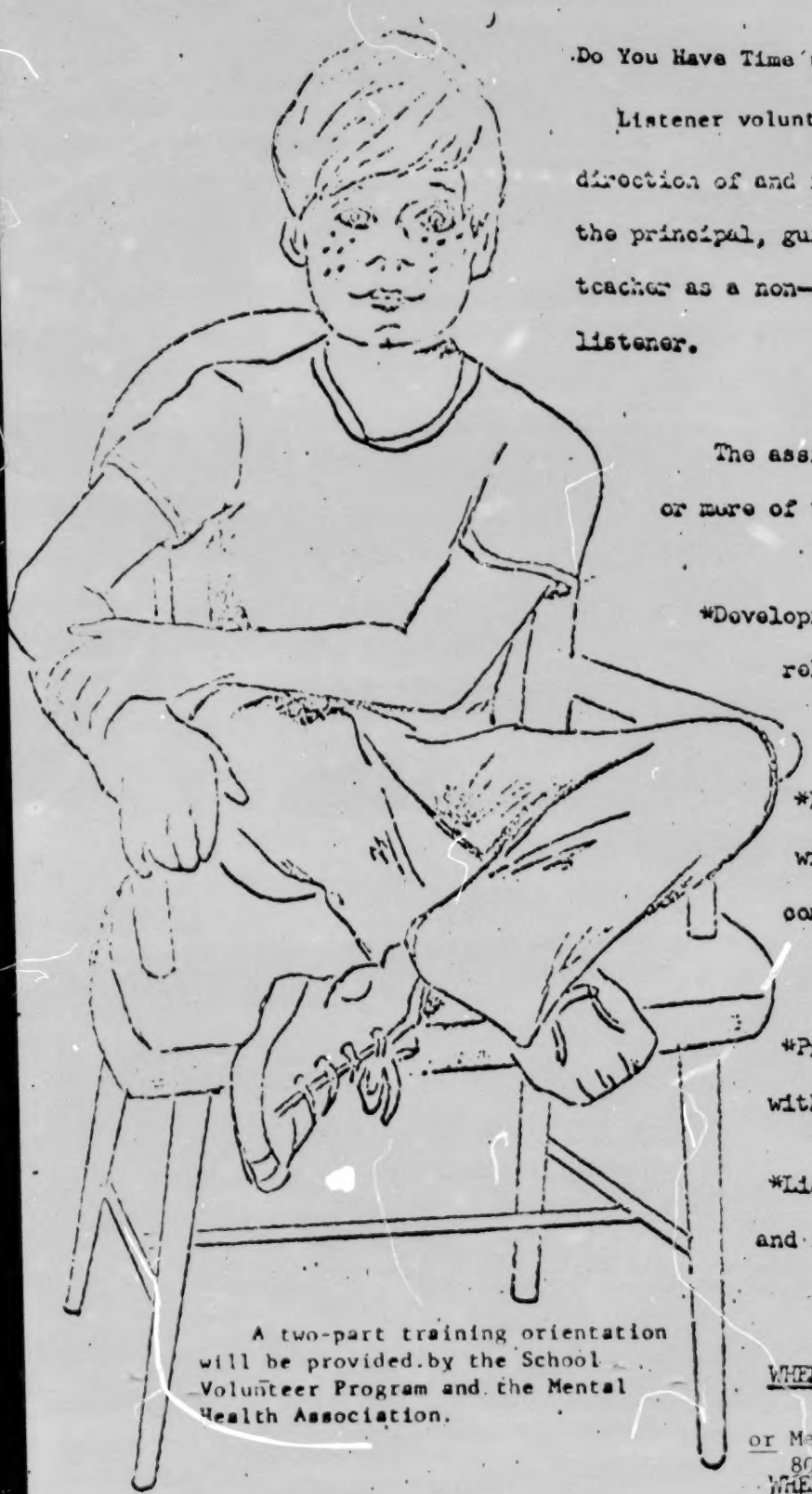
1. Contact local chapters of civic, religious and social organizations and ask them to announce the need for volunteers, distribute information and even perhaps appoint a recruitment chairman.

2. Use the faculty and administration of your school. Explore their social and civic contacts.

3. Form a recruitment committee in your school to develop resources and techniques.

* See the recruitment samples on the next pages.

YOU ARE WANTED AND NEEDED AS AN ADULT FRIEND!



Do You Have Time to Listen?

Listener volunteers work under the direction of and in cooperation with the principal, guidance counselor or teacher as a non-crisis oriented lay listener.

The assignment will include one or more of the following tasks:

*Developing a friendly, supportive relationship with assigned students.

*Planning activities which will lead to increased communication with assigned students.

*Provide a positive model without forcing own values.

*Listening to the thoughts and feelings of assigned students.

A two-part training orientation will be provided by the School Volunteer Program and the Mental Health Association.

WHERE? Redland Elementary Library
24701 S.W. 162nd Avenue
or Mental Health Association
800 Brickell Plaza

WHEN? January 13 and 20, 1976
8:45 to 11:30 A.M.

WHY ? ? ?

35

BECAUSE THE CHILDREN OF DADE COUNTY NEED YOU

YOU CAN . . .

LISTEN TO CHILDREN

sponsored by

THE SCHOOL VOLUNTEER PROGRAM

and

THE MENTAL HEALTH ASSOCIATION

THE MENTAL HEALTH ASSOCIATION OF DADE COUNTY, INC. IS A VOLUNTARY, NON-PROFIT CORPORATION WITH THE PURPOSES OF PREVENTING MENTAL ILLNESS, PROMOTING MENTAL HEALTH, AND HELPING THOSE WHO ARE MENTALLY ILL.

* * *

THE SCHOOL VOLUNTEER PROGRAM OF MIAMI IS A PART OF THE DADE COUNTY PUBLIC SCHOOL SYSTEM. IT PROVIDES VOLUNTEERS IN 19 DIFFERENT JOB CATEGORIES IN PRIMARY AND SECONDARY SCHOOLS.

* * *

For further information, call:

Mental Health Association, 379-3642

or

School Volunteer Program, 371-2491

LISTEN TO CHILDREN APPLICATION

Please complete and return to Mental Health Association, 800 Brickell Plaza, Miami, Fla. 33131

NAME_____ AGE____

ADDRESS_____ ZIP____ PHONE____

EDUCATION COMPLETED_____

WORK EXPERIENCE_____

VOLUNTEER EXPERIENCE_____

AGE GROUP PREFERRED_____ TIME AVAILABLE_____

WHAT IS A LISTNER?

A Listener is a participant in the "Listen to Children" program especially designed to assist the Dade County Public Schools in maintaining the mental health of primary and jr. high students. Preventing more serious problems from developing by establishing a warm, concerned relationship is the goal of the program.

* * * * * * * *

DO YOU QUALIFY?

If you relate well to children and youth; have patience and a cooperative attitude; are calm, stable and have a positive outlook on life; will permit the student to freely express his thoughts and feelings; you are needed!

* * * * * * * *

HOW DOES IT WORK?

The Volunteer:
Works a minimum of two hours per week for one semester during regular school hours.

Works under the direction of and in cooperation with the principal, guidance counselors or teachers as a non-crisis oriented lay listener. Generally the assignment will include one or more of the following tasks.....
1. consulting with the principal, guidance counselor and/or teachers.
2. developing a friendly, supportive relationship with assigned students (2-6 students per listener, on a one-to-one basis with each student).
3. planning activities which will lead to increased communication with assigned students.
4. providing a positive model without forcing values.
5. listening to the thoughts and feelings of the assigned students.
6. keeping brief observative notes on the progress of assigned students.
7. participating in brief weekly conferences with the counselor.
8. participating in regular feedback sessions designed to increase both perception and skills.

* * * * * * * *

WHAT ABOUT TRAINING?

Two orientation sessions are required of each volunteer, plus a monthly meeting. The orientation sessions are led by a representative of the Mental Health Assn. and one from the School Volunteer Program. A history, overview, presentation on "How to Listen to Children" and role playing are part of the training. Monthly feedback sessions provide a 15 minute presentation by a professional on a topic of importance to the Listeners. The remainder of the time is spent to consult with professional psychologists to share experiences. Weekly coaching conferences between counselor and Listener are held to exchange information and discuss problems, happenings and progress.

* * * * * * * *

OTHER FACTS.....

Listeners are recruited by the Mental Health Assn. and interested schools.

Parent permission forms for participating students are the option of each principal.

Records between counselor and Listener are at the option of each individual school.

Student candidates may be referred to counselors by teachers or selected by the counselors themselves. The relationship may be ended by request of Listener, student or counselor.

THE PROGRAM IS TO PROVIDE AN OPPORTUNITY FOR EACH STUDENT AND LISTENER TO BUILD A MEANINGFUL RELATIONSHIP AND TO HELP ALLEVIATE ANXIETY AND FRUSTRATION IN STUDENTS.

"Being visited by an adult who simply accepts the children as they are, with all their physical and emotional strengths and weaknesses, can help the children communicate more freely their own life experiences.

---Dennis McDougle

Assignments are usually made in a school other than the one in which the volunteer may have his or her own child enrolled; however every effort is made to assign volunteers to a school close enough to home for convenience in traveling.

The "Listen to Children" project has been planned by the Youth Services Committee of the Mental Health Association, in cooperation with the School Volunteer Program, and has the approval of the Dade County Board of Public Instruction and the Board of Director of the Mental Health Association.

Please complete the form on the reverse side and return to:

MENTAL HEALTH ASSOCIATION
800 Brickell Plaza
Miami, Florida 33131

II

BASIC INFORMATION

FOR

COUNSELORS

B. On Implementing

HOW TO ORIENT YOUR VOLUNTEER LISTENER

GUIDELINES FOR SCHOOL ORIENTATION PROGRAM

I. Welcome and Introduction

   A. Volunteer Personnel
   B. School Personnel

II. Philosophy of Volunteering

III. History, Purpose and Objectives of the Program and Its Role in the Community

IV. Administration

   A. Channels of Communications

   B. School Policies

      1. Dress and Behavior
      2. Health Exam Requirements
      3. Liability (Insurance)
      4. Fund Raising
      5. Discipline
      6. Releasing Children to Adults
      7. Visitors
      8. Students leaving classroom
      9. Teacher leaving classroom
      10. Books sent home
      11. Notes and letters sent home
      12. Lost and found
      13. Emergency calls during school hours and use of phone
      14. Use of custodial services
      15. Working in child's classroom
      16. Parking
      17. Teachers' lounge

V. Volunteers

   A. Responsibilities

      1. Conviction that what you are doing is right
      2. Interest in helping a child
      3. Dependability
      4. Loyalty
      5. Willingness to learn and accept supervision
      6. Confidentiality

         a. staff
         b. child
         c. school records

7. Absences (procedures to follow)
8. Checking in and out (time sheet)
9. Reading posted bulletins and newsletters
10. Acceptance of all school rules

B. Rights

1. To be treated as a co-worker
2. To have a job description, for duty to be performed
3. Suitable assignment - with consideration for personal preference, experience, and education.
4. To know as much about the program and the school as possible
5. To be trained for a specific job, when training is necessary
6. Continuing training on the job
7. Sound guidance and direction
8. Opportunity to be heard
9. Recognition

VI. Additional related topics

A. Establishing relationship with the child

B. Understanding of the learning process

C. Understanding of the community in which the volunteer is involved, if other than her own

VII. Tour of plant

A. Classroom observations or demonstration

B. Facilities and regulations of the building

1. Sign in and out location
2. Traffic patterns, entrances, exits
3. Fire drill routes and locations
4. Lavatory locations (children and adults)
5. Supply and book rooms
6. Location of audio visual equipment
7. Work rooms
8. Eating facilities
9. Parking facilities
10. Smoking facilities and/or teachers' lounge

40

Sample

G. W. Carver Elementary School
238 Grand Avenue

Dear Parents:

Our school is undertaking a "listen to children" project as part of our parent volunteer program. This project involved providing a team of two trained volunteer "listeners" each of whom will give one-half day per week to be an adult friend to three or four children in our school. Their purpose is to listen to each child talk about topics that are of interest to him - academic, social, or recreational. It is not an academic tutoring program. This project provides one more way for us to give individual attention to students.

Your child has been chosen to participate in this pilot program. He will spend one-half hour per week from now through March 30 just talking with his adult friend. We hope this will be a rewarding experience for him.

Mrs. Reker, our counselor, will coordinate the project in our school, and will work closely with the volunteers.

Thank you for your interest and cooperation.

(Mrs.) Isabelle S. Blue, Principal
G. W. Carver Elementary School

41

PONCE DE LEON JUNIOR HIGH SCHOOL

5801 AUGUSTO STREET
CORAL GABLES, FLORIDA 33146

RALPH V. MOORE, JR.
PRINCIPAL

DR. E. L. WHIGHAM
SUPT. DADE COUNTY SCHOOLS

October 30, 1974

Sample

Mr. & Mrs. McFarland
3516 S.W. 24 Terr
Miami, Florida

Dear Mr. & Mrs. McFarland,

An exciting new opportunity for students is coming to Ponce this year as an extension to the rap sessions which were begun last year. The rap sessions give students an opportunity to discuss their opinions and feelings on many different subjects without fear of being graded or judged. Now, students who do not prefer to be in a group discussion will have a similar opportunity to share feelings and thoughts on a one to one basis.

Parent volunteers who are trained in listening skills are matched with students and meet once a week for one hour. The listeners purpose is to establish a friendly relationship with the student and to listen to the students thoughts, concerns, and feelings. The listener is not a problem-solver or advice-giver, merely a friend who understands that everyone needs the chance to be heard.

Mary has been recommended for the Listeners Program and seems to be enthusiastic about it. She is hesitant to speak in class and does not want to be involved in a group. I think the Listeners Program would be an exciting and rewarding experience for her.

This letter is to confirm your approval of Mary's participation. Please sign and have Mary return it to Ponce. If you have any questions, please feel free to call.

Very truly yours,

Carol Toner

CT/sos

To create better understanding between volunteers and staff in the schools, guidelines should cooperatively be established as to the role of each. The following are suggestions to be considered in developing these, and upon completion and approval by administrative and teaching staff, volunteer coordinators, and administrative and service volunteers, the statements should be printed, to be used for teachers and volunteers' orientation and distribution to all.

HOW TO CREATE BETTER UNDERSTANDING BETWEEN SCHOOL VOLUNTEERS AND SCHOOL STAFF[1]

Keep lines of communication open so that problems can be talked about before resentments build up.

Be certain placement is mutually satisfactory to volunteer and staff.

Have informal get-togethers to discuss mutual concerns.

Explain that criticism of staff or volunteer by either will not improve education.

Talk to each volunteer separately to learn about their feelings and problems and build a continuing communication.

Be certain that volunteers understand school staff responsibilities.

Hold joint staff and volunteer meetings often enough to give them a chance to get to know each other's point of view; encourage and facilitate talking about problems they are experiencing, in working together.

Keep an open mind.

Utilize volunteer's job description for both staff and volunteer orientation, so that duties may be understood by all.

Combine recruitment of volunteers with honest orientation that staff needs their help; if they are recruited under false pretenses, they may resent having a job turned over to them for which they believe staff is "getting paid - I'm not".

Reiterate constantly the role of the staff and the role of volunteer in your school, in initial orientation and in training sessions.

Have both volunteers and staff mutually draw up procedures for joint functions.

Have school staff prepare information concerning their role in the volunteer program, and their valuation of the volunteer as their service relates to the student.

Try to have more school staff at volunteer training sessions; they usually can't attend because time isn't budgeted for this.

[1] Adapted from materials from Los Angeles, California, SCHOOL VOLUNTEER PROGRAM

SAMPLE AGENDA FOR COACHING CONFERENCE
(Total Time: 15-30 Minutes)

I. Counselor describes for the Listener any events or situations which have occurred with his student or within the school since the last meeting which might affect the volunteer's work. (Example: A new rule about using the library, or the news that a student will be moving soon)

II. Counselor describes for the Listener any upcoming events or situations which might affect the volunteer's work. (Example: A field trip, fire drill, or holidays)

III. Listener shares any feelings, both positive and negative which have built up since the last meeting. Then Counselor and Listener work out solutions to problems together

IV. Counselor shares any new materials, methods, ideas or tips.

V. General questions are answered.

VI. The date for the next coaching conference is set.

HOW TO RETAIN VOLUNTEERS

Increase the amount of responsibility to give them.

Include them in planning.

Check often with the volunteers -- make them feel you are interested -- how they are needed -- make them feel part of the agency.

Just remember, you can't say "thank you" too many times.

Be flexible! Realize they ARE volunteers and always try to fit into THEIR schedule. When a real emergency comes along, they'll be much more apt to come through for you.

Keep them busy and interested--and have school staff people let the volunteers know how helpful they are. Always say "thank you".

Increase his skills and knowledge.

Stress his importance.

Always be friendly.

Give awards and recognition.

Evaluate job often enough that it doesn't become stale, or the volunteer doesn't become stale on the job.

Recognition. If possible, "stepping-up" assignment in terms of responsibility.

You must have a genuine interest in the volunteer in order for him to have a genuine interest in you and the School Volunteer Program.

Satisfied School Volunteers usually stay forever--some volunteers, though, do need to go on to other fields. If your attrition rate is high, a study of the reasons volunteers are leaving should be made as it may show where program has fallen down. Be certain you know WHY a volunteer leaves.

By knowing and caring about each individual--remembering personal things about them such as birthdays, etc. Give daily pats on the head instead of falling back on an annual awards function.

See that they see the Director of Volunteers frequently for a friendly Hello-make sure YOU circulate in your program.

If they are involved in the decision-making process of the Program this will give them a real sense of involvement.

Watch for fading of interest, such as absenteeism. If this occurs, change the assignment or add more responsibility.

HOW TO EXPRESS APPRECIATION TO VOLUNTEERS

Really FEEL appreciation -- say "thank you" EVERY time they come.

A daily smile and word of appreciation whenever possible. Make them feel needed.

Have some type of recognition program at least once a year.

Letters and post card of thanks.

Pins, badges and similar awards.

Teas or receptions.

Birthday cards.

When school staff members are involved in the volunteer program have them take part and share in the recognition.

Make the volunteer feel needed.

Have someone from school administration occasionally say "Thank You" at school volunteer group meetings.

Official recognition at meetings and individual conferences.

Constant, heartfelt, and sincere "Thank Yous" EVERY DAY!

Awards that are meaningful.

Expressing appreciation personally as well as by means of certificates has a tendency to lend importance to each volunteer effort.

Set up meetings with volunteers providing them with feed-back as to their contributions to the School Volunteer Program.

"In nothing do men
more nearly approach the gods
than in doing good
for their fellowmen."

CICERO

VOLUNTEER VIEWPOINT*

If you want my loyalty, interests and best efforts, remember that....

1. I need a SENSE OF BELONGING, a feeling that I am honestly needed for my total self, not just for my hands, nor because I take orders well.

2. I need to have a sense of sharing in planning our objectives. My need will be satisfied only when I feel that my ideas have had a fair hearing.

3. I need to feel that the goals and objectives arrived at are within reach and that they make sense to me.

4. I need to feel that what I'm doing has real purpose or contributes to human welfare--that its value extends even beyond my personal gain, or hours.

5. I need to share in making the rules by which, together, we shall live and work toward our goals.

6. I need to know in some clear detail just what is expected of me--not only my detailed task but where I have opportunity to make personal and final decisions.

7. I need to have some responsibilities that challenge, that are within range of my abilities and interest, and that contribute toward reaching my assigned goal, and that cover all goals.

8. I need to see that progress is being made toward the goals we have set.

9. I need to be kept informed. What I'm not up on, I may be down on. (Keeping me informed is one way to give me status as an individual.)

10. I need to have confidence in my superiors--confidence based upon assurance of consistent fair treatment, or recognition when it is due, and trust that loyalty will bring increased security.

In brief, it really doesn't matter how much sense my part in this organization makes to you--I must feel that the whole deal makes sense to me!

*By J. Donald Phillips, President of Hillsdale College
Hillsdale, Michigan

III

BASIC INFORMATION

FOR

LISTENERS

A. Building a Firm Foundation

VOLUNTEER JOB DESCRIPTION

TYPE OF WORK: LISTENER

BACKGROUND: As the schools of Dade County seek ways for each student to acquire the attitudes and habits essential to the maintenance of good mental health, a need arises for assistance of a volunteer skilled in this area. Such developmental assistance will allow the teacher and/or counselor to better provide for the needs of the individual students.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction of and in cooperation with the principal, guidance counselors or teacher as a non-crisis oriented lay listener. Generally, the assignment will include one or more of the following tasks:

1. Consulting with the principal, guidance counselor and/or teachers.

2. Developing a friendly, supportive relationship with assigned students.

3. Planning activities which will lead to increased communication with assigned students.

4. Providing a positive model without forcing own values.

5. Listening to the thoughts and feelings of the assigned students.

6. Keeping brief observative notes on the progress of assigned students.

7. Participating in regular feedback sessions designed to increase both perception and skills.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Ability to relate well with others, especially children and youth; patience and cooperative attitude in working with students; a stable, calm attitude and positive outlook on life.

CONTRIBUTION: Provide individual attention to selected students through the development of positive, supportive relationships where the student would feel free to express his feelings and thoughts.

REGULAR VOLUNTEER APPLICATION FORM

Date _____

FOR OFFICE USE	
E:	A:
School:	
Teacher:	

Mr.
Ms.
Dr. _____

Last First Middle

Home Address _____

Street City Zip Telephone

o You Have A Car? _____ Are You Bi-Lingual? _____ If So, What Language? _____

EDUCATION

	Name	Number Years Attended	Degree
Elementary			
/Sr High			
College			

Do yo: attend college/university now? Do you attend jr/sr high now?

VOLUNTEER SERVICE RECORD

Name Of Organization	Type Of Service

WORK EXPERIENCE

Name Of Company	Type Of Job	# Of Years
Present:		
Previous:		

LOCAL CONTACTS

	Person To Contact In Emergency:	Person To Contact For Reference
Name:		
Home Address:		
e Telephone:		
Business Address:		
Business Telephone		
Relationship/Occupation:		

PREFERRED TYPE OF SERVICE

Please identify the type of volunteer service you wish to perform by making a (✓) on the line beside your choice. If you check more than one, please mark 1st, 2nd, and 3rd on the line beside your choices.

ARTS AND CRAFTS ASSISTANT	MATHEMATICS TUTOR
AUDIO-VISUAL ASSISTANT	PHYSICAL EDUCATION ASSISTANT
CLASSROOM ASSISTANT (grade/subj.?)	SPANISH TRANSLATOR/INTERPRETER
CLERICAL ASSISTANT	SPECIAL ACTIVITIES VOLUNTEER
CLINIC ASSISTANT	SPECIAL EDUCATION ASSISTANT
COUNSELOR'S ASSISTANT	STORYTELLER/BOOK REVIEWER
LANGUAGE ARTS/READING TUTOR	SUPERVISION ASSISTANT
LIBRARY ASSISTANT	SPECIAL INTEREST CLUB
LISTENER	What Topic?

PREFERRED TIME OF SERVICE

Please write in the times when you are available for volunteer service. Most regular volunteers serve approximately two hours per week.

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.					
P.M.					

PREFERRED PLACE OF SERVICE

Please answer the following questions and fill in the necessary information. Do you wish to be assigned?

To a particular school? _____
If so, which schools?
First Choice _____
Second Choice _____
Third Choice _____

OR

To any school near you? _____
If so, which level?
Senior High (Age 15-18)
Junior High (Age 12-15)
Elementary (Age 5-12)

PLACEMENT INFORMATION

Please complete this form and return it to:

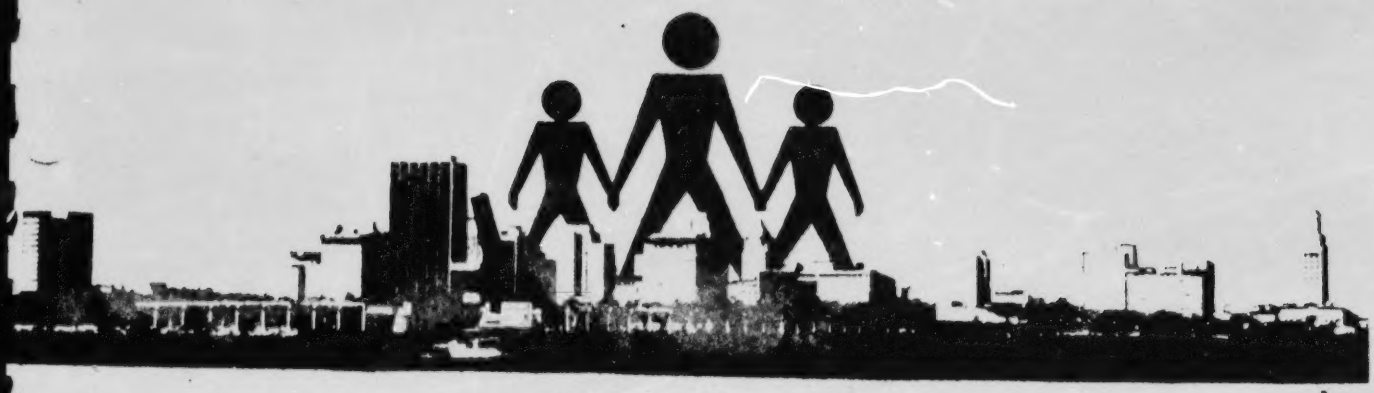
SCHOOL VOLUNTEER PROGRAM
1410 N. E. Second Avenue
Miami, Florida 33132

OR

The person from whom you received this form.

You will be contacted in the near future by a reprsentative of the School Volunteer Program. When is the best time for you to be reached by phone? _____ At what telephone number? _____ How did you hear about the program? _____

Thank you for volunteering your time to help enrich and extend the experiences of students in the Dade County Public Schools.



SOLICITUD PARA VOLUNTARIO

Fecha _____

PARA USO DELA OFICINA	
E:	A:
Escuela:	
Profesor:	

Sr.
Sra.-Srta.
Dr. _____
Apellido Primer Nombre Segundo Nombre

Dirección _____
Calle Ciudad Zona Postal Teléfono

¿Tiene Ud. Auto? _____ ¿Habla Ud. Otro Ioioma? _____ ¿Cuál? _____

EDUCACIÓN

	Nombre	Número de Años Asistidos	Título
Bachillerato:			
Universidad:			
Otro:			

¿Está Ud. asistiendo a la universidad ahora? _____	¿Está Ud. asistiendo a bachillerato ahora? _____

EXPEDIENTE DE SERVICIO VOLUNTARIO

Nombre de la Organización	Tipo de Servicio Prestado

EXPERIENCIA DE TRABAJO

Nombre de la Compañía	Tipode Trabajo	# de Años
Presente:		
Previa:		

CONTACTOS LOCALES

	Contacto en Caso de Emergencia:	Contacto para Referencia:
Nombre:		
Dirección (Residencia):		
Teléfono (Residencia):		
Dirección (Trabajo):		
Teléfono (Trabajo):		
Relación-Ocupación:		

TIPO DE SERVICIO PREFERIDO

Por favor, indique el tipo de servicio voluntario que prefiere desempeñar. Marcando con una (✓) en la línea de su selección. Sírvase indicar el orden de preferencia marcando 1, 2, 3 al lado de su selección:

AUXILIAR DE:

___ Artes Manuales	___ Educación Física
___ Medios Audio-Visuales	___ Educación Especial
___ Aula Grado_____ Asignatura_____	___ Traducción al Español
___ Biblioteca	___ Supervisión
___ Clínica	___ Lectura de Cuentos y Evaluacion de Libros
___ Oficina	___ Clubs ¿Cual? _____
___ Lectura y Gramática	___ Actividades Especiales
___ [illegible]	___ Educacion Especial
___ Matemáticas	
___ Programa de "Oyente"	

HORAS DISPONIBLES

Por favor sírvase escribir las horas disponibles de servicio. La mayoría de los voluntarios trabajan 2 horas a la semana.

	Lunes	Martes	Miércoles	Jueves	Viernes
A.M.					
P.M.					

LUGAR DE SERVICIO

Por favor contestar las preguntas con la información requerida. ¿Desea Ud. ser asignado?:

¿A una escuela en particular? _____ ¿Cuál?	¿A una escuela cerca de Ud.? _____ ¿De qué nivel?
Prof. 1ra _____	High School (edad 15-18)
Prof. 2da _____	Séptimo-Octavo-Noveno (edad 12-15)
Prof. 3ra _____	Elemental (edad 5-12)

INFORMACIÓN PARA SITUARIO

Por favor sírvase completar esta planilla y devolverla a:

SCHOOL VOLUNTEER PROGRAM 3410 N. E. Second Avenue Miami, Florida 33137	La persona de la cual Ud. Recibió esta planilla.

Un representante del Programa de Voluntarios se pondrá en contacto con Ud. ¿A qué hora? _____ ¿En la mejor hora para llamarle por teléfono? _____

Como se entero del programa? _____

Muchas gracias por ofrecer su tiempo y su esfuerzo. Estamos seguros que su contribucion ayudara a enriquecer y ampliar la experiencia de los alumnos de las Escuelas Publicas del Condado de Dade.

WHAT IN THE WORLD DO YOU

EXPECT?

Compare your own feelings concerning the role of the Listener with those of other:

A. LISTENERS...

1. "A Listener will share himself with a child and become a very special person to the youngster because of his care for the pupil."
2. "The role of the Listener is to allow a child to express his thoughts in the direction of a good listening ear."
3. "I feel it's very valuable to provide a sympathetic, uncritical atmosphere so a child will feel comfortable in talking about things that are worrying him."
4. "An understanding, non-judging friend, not imposing one's own values."
5. "A Listener is a person who is able to free the child to be himself by listening, understanding, and feeling what he will say."
6. "A good Listener is someone who can give the other person the distinct feeling that he or she is important and worthwhile and that the Listener is sincerely interested in what is being said."
7. "A good Listener listens with eyes, ears and feelings."
8. "To listen, be understanding, sympathetic, compassionate, helpful without condemning or criticizing.To be a friend."

B. COUNSELORS...

1. "Someone who is really concerned about kids and wants to help. Someone who can accept kids with their faults,who is open to their own feelings as well as to the feelings of others. Someone who kids feel comfortable with."
2. "A Listener would listen to students, show approval, and above all accept the student and what he or she tells you. Don"t betray their confidence."
3. "Work on a continuous basis with one child, provide a stable, adult relationship, listen non-judgementally, work with school personnel (counselor and teacher)."

ELL DO YOU KNOW YOURSELF?

the letter which most nearly
your own feeling.

new situations I let my actions
ided by
my own common sense.
those who are in a position of
ty/desirability.
my close friends.

ally try to avoid
not being myself.
going against tradition.
not checking with others.

grow and progress best in this
ion by
finding out what I want to
finding out how things ought to
be done.
finding out what others want to
be done.

y to treat others
individually.
politely.
as I want to be treated.

5. I am responsible for my actions to
   a. myself.
   b. my family.
   c. my friends.

6. I believe that the world needs more of those who
   a. do their own thing.
   b. respect law and order more.
   c. are willing to compromise.

7. The following is closest to my personal philosophy:
   a. "To thine own self be true."
   b. "It's not whether you win or lose, but how you play the game."
   c. "Two heads are better than one."

8. The real value of my deeds here on earth
   a. should be evident to me now.
   b. might take years to be appreciated.
   c. should be evident when analyzed by others.

Analysis of Questionaire

HOW WELL DO YOU KNOW YOURSELF?

If the letter you circled most often was the letter "a", then your style is mostly *PERSONALISTIC*.

If the letter you circled most often was the letter "b", then your style is mostly *FORMALISTIC*.

If the letter you circled most often was the letter "c", then your style is mostly *SOCIOCENTRIC*.

What does that really mean? Check the chart below.

	PERSONALISTIC	FORMALISTIC	SOCIOCENTRIC
Is spurred to action by	Himself	Principles	Associates
Allows actions to be controlled by	Self Control	Duty, law and principles	Interpersonal compliments
Feels responsible for	Self	Position and authority	Family and/or society
Grows personally by	becoming more aware of self	Following established ways	Contributing to and participating with others
Views others as	Individuals	Members of groups	Equals
Strives for goals	Uniquely himself	In accordance with	Group acceptance
Tries to avoid	Not being himself	Disorganization and irresponsibility	Disapproval by associates
Focuses attention on	Himself	Correct conduct	Others

HOW CROSS CULTURAL DIFFERENCES CAN AFFECT

YOUR LISTENING RELATIONSHIP

Mod. My name is Nancy Cooper. I'm a Volunteer Specialist with the School Volunteer Program of Miami, With me is Joe Butchness representing the Mental Health Association of Dade County. Together, we are going to be exploring a topic of interest to new listeners--how cross-cultural differences can affect a listening relationship. And to help us explore that subject, we have two guests. I'll let each of our guests introduce themselves.

Ans. I'm Roger Perry, Child Psychologist. Right now, I'm concerned with training persons who are interested in learning and being involved in the listener program.

Ans. I'm Rasamma Nyberg, a member of the Dade County Human Relations Team, assigned to the South Area and am actually involved in training listeners who are going into our South Area Schools.

Mod. Rasamma, I know that during your training sessions, you developed some very special techniques to help the listeners to take a look at their own value systems. Would you share that with us now so that we can see what you do?

Ans. Alright! You know when these volunteers come to the program, they come with all kinds of background with all kinds of reasons for coming there. To do some goal setting together, we start with self awareness type of techniques, first. I'm very much into circles, Nancy, and I do all kinds of wheel type things, circle type things. Maybe you could try some with me?

Mod. Great! For a circle here, we can certainly explore that.

Ans. For instance, one of the first activities that we do as people come in and sit down and say hello or even doing a name game of getting to know each other, we try to get them in touch with their old feelings first. We do something called a Here and Now Wheel, which is just a circle with a cross in the middle. Do you want to do one with me?

Mod. Okay.

Ans. Actually, verbalize four different feelings, maybe even more, that's why it is called a wheel. Just exactly what are you feeling now?

Mod. That's easy.

Ans. How are you feeling right now, very honestly verbalize it. I could say very honestly that I am a little nervous in front of a camera. I'm a little apprehensive as to how this whole thing would go, that is if I were doing a training session I would feel quite comfortable and confident because I think I know what I am doing or talking about. I'm well prepared for my workshop or what I am going to do right now. That gives me a feeling of confidence and I'm very empty inside. I'm really hungry. I haven't had breakfast and it makes me hungry. With these verbalizations, we go one step further. We say, alright, where do you actually feel nervous in your body? And if you can center that, and if you're feeling tenseness in your legs or in your shoulders or whatever, we can get in touch with that and deal with it. You see? I can try and get rid of my nervousness, stop my legs from shaking, by verbalizing it.

1. I find out where it is in my body that I'm feeling nervous, and then I try to do something about it. The very fact that I am able to share that,

I am feeling less nervous right now, I'm feeling much better about it; so, this is just a sensing type of an exercise which not only gets us together with ourselves individually, but once we start to share I could say: "Joe what do you have on your wheel?"

"I put down, I was excited about this program"

Excited! Ok, can you tell me where in your body you are excited?

Mainly, my stomach, ha, ha, ha! It's a combination of being nervous, I imagine.
OK. Alright, you are getting the picture though...

Right, I am sure. But you are getting the idea of what is the Here & Now Wheel, we call it.

Now if the listeners can do this often for themselves, they will do it automatically...They wouldn't have to write to draw the wheel. See it becomes an automatic reaction when you are sitting with a youngster that you have never seen before. How does one feel? Now, they become even more aware of how that little girl or boy is feeling, sitting there with a stranger and wanting or expecting to open up. You see, this is just a sensing excercise, so if you like that wheel I'll give you another one.

OK!

Ready.

All right. I'll try another one this way, and I'll put a small wheel calling it me, inside. I need to function a lot of various or different types of energy. Energy is the in-word today. Hum! Hum!

You know...

There are some basic energies that I have to have to survive, right? And we discussed that we need food, water, sleep, air, this type of thing. But I might need more of one particular basic energy than others. Maybe I need more sleep. Someone might have to have much more food than I and we discussed that as the basic energy thing, and then each of us have our own private energy resources, that we reach out to. Try to think of your own. I know what one of mine is.

Need for others.

Need for others. OK? Then you would put it down this way, only because you could express your need for others. This is Joe's. This is also mine, but need for others could be written this way. The arrow coming into me breaking through my basic energy resources and giving me something to go by, for instance, if that is a very strong need it will be a long straight line, long line. Now, this could be another shorter line which could be...Let's see. I would like to give another line. As a matter of fact, for me touching is a very important thing. I need to be touched physically. I like to touch others, especially those I like, so touching is a very

important energy source for me to function. Another one would be to be alone. A "me" time. You know--meditation or some form of a "me" time is very important. It could be a very long line. This, again could get in touch with energy sources that are important to me but to be aware if you are going to share with me what your energy sources are. If I realize that your source was touching, then I would touch you more, wouldn't I? And, do you realize that this little boy sitting here or this little girl sitting here has an energy source that could be a very strange one? We had a young person tell a Listener that one energy source for him was smelling. Smells of all kinds give him a high. So, he had to be surrounded with good smells, smells that he enjoyed, incense and perfume, and this is a tremendous rejuvenating energizing force for him. So, again it is just a way of getting to know where you are coming from, what you need, making you aware of what another person needs. To make him go, to rejuvenate him. So that is what we call an energy wheel; and it can take all kinds of forms. Crying can be a real source of energy, tension, acceptance, praise for all of us.

Okay, ready for another one?

Right!!

Okay, this one is called the PRIVACY CIRCLE.

Maybe I'll give you a new page.

The Privacy Circle goes very well with the Listener program. Here's me again and one of the things that I would never share with anyone else. There are some secrets that I would never, never tell anyone else. Think about that for a minute. Get in touch with that. If you would have to tell someone, you are forced to tell someone, who would you tell? If could be your own close, very close people that would be family people or your friend. It could be (excuse my terrible writing) it could be acquaintances, but you are getting an idea of what this Privacy Circle is all about. This could be strangers, this could be even people whom we do not like to have in our Circle or almost like. I don't mean to say enemies, but people that we don't like, who are not even strangers, but people we already have stereotyped that we don't like, okay?

We can go on and on just examing the kinds of people who we would share our secrets with.

Mod. What cultural factors might affect the listening relationship?

Ans. I don't know if there are really cultural factors, but oftentimes I found that when people are in a similar kind of relationship, they are in different spaces. They are communicating in the same kind of language that is traditional. I think this is an important thing in learning to listen--that first of all I've got to be sure that I know the language that you are speaking; it can be a regular kind of language like Spanish or English or it could be other kinds of learned things, that I learned to communicate that right on means a certain thing. You learn that it means another thing. I think those are important things that can be worked through certainly, but if they are aware of it from the beginning, it can help the relationship between the two people.

Mod. What can a listener do as part of the initial meeting with the child to eliminate some of the problems with the language?

Ans. For me, I think is the same kind of thing that I do in any kind of relationship. When I don't understand you, or I think I don't understand you, or if I think there is any kind of question at all, I say well, hey, let me check it out. I ask you if that is what you meant, and if it wasn't you can correct me or set me straight or whatever. I think just the idea of being willing to check out where you think the person is coming from is good.

Mod. That will lead to more communication than even just talking about that specific item and give the relationship something in common, which they may not have to begin with.

Ans. I think so.

Mod. What are some other cultural things that you think might affect the role of the listener?

Ans. Thinking, now, that we have listeners that are all sex set, and they come from all income backgrounds, and we have some that are black, white, Spanish, and they may or may not be paired up with someone who is similar.

Mod. I know listeners have asked the question, what if they should try to pick up the lingo. Would a middle class white, female meeting with a 13 year old black be accepted by the child if they pick up the tongue?

Ans. Well, again, this is a personal bias of mine, but I really don't think that there is a necessity for establishing a relationship. Certainly you can have a friend who is Spanish or any kind of person of a different language, different culture, different race, and you don't necessarily have to speak that language per se, as long as you can develop some sort of common ground for communication. If someone were to come to me of a different race, first meeting, and he is going to try all of a sudden to face things that I don't associate with that person, I'm going to be kind of distrustful of him. But if the person can smile, everybody smiles when they are happy. If the person can smile when they are genuinely happy, I am going to try and pick up on that, and I am going to say wherever that person is coming from, he is happy. I can share with it, I can identify with it. I don't have to worry whether he is trying to trick me! Or anything like that, you see.

Mod. I would like to thank both of you for sharing your thoughts and ideas with us. I am sure that you will help any listener who is going into a new situation, and I invite you back any time to work with our listeners in the near future.

Thank you very much.

Thank you.

WHAT WOULD YOU DO?

ctions: Consider each of the following situations and write in the space your initial response.

1. Student: "But I don't want to read this silly old book. I already know what it's all about. I want to do what John's doing instead. That's more fun."

Volunteer's Action: _____

2. Teacher: "Oh, I forgot you were coming today and I don't have anything special planned for you to do. You'll have to pretend to look busy today though--one of the other teachers is coming in to observe my class."

Volunteer's Action: _____

3. Volunteer A: "How can you stand working with that teacher? He's so mean and hard on the kids--never gives them a chance--just yelling at them all the time."

Volunteer B's Action: _____

4. Administrator: "I don't want you to go talking to the people who live around here about all this fighting that happened at the school today. They wouldn't understand. It would get blown all out of proportion--just rumors, you know."

Volunteer's Action: _____

5. Parent: "I don't want that volunteer working with my son John. I send John to school to be taught by the teacher, who's a professional person. Then to my surprise I walk into the school and find him working with a volunteer neighbor!"

Volunteer's Action: _____

III

BASIC INFORMATION

FOR

LISTENERS

B. Becoming a Better Listener

STUDY SHEET
1
WORKING WITH PEOPLE

A two-way communication process is essential in the establishment of working relationships. Often, with the enabling (helping) process, non-verbal communication is equally as important as verbal communication. You will establish positive relationships with people when you show:

1. Respect for the dignity of the person.
2. Trust in the individual.
3. Attitudes of care and concern for people.
4. Readiness to share purpose of visit or conversation.
5. Good listening habits.
6. Good observing techniques.
7. Offers of requested information or help.
8. Requests for needed information or help.
9. Sharing information on a realistic and truthful basis about what can be done, as well as what cannot be done.
10. Assurance of confidentiality when this is possible.
11. Recognition of the strengths of a person.
12. Encouragement for use of those strengths.
13. Recognition of helplessness of a person or situation.
14. Offer of appropriate help when and wherever possible through the enabling process.
15. Permission of dependency.
16. Patience.
17. A sense of humor.
18. Ability to take criticism.
19. Ability to laugh at one's self.
20. Capacity for admission of mistakes.
21. Capacity for saying, "I don't know, but I'll try to find out."
22. Recognizing the feelings and attitudes that interfere.
23. Dependability (keeping one's promises).
24. Follow-up visits or telephone calls.
25. Greater concern for needs of person than for own needs in terms of time, convenience, etc.
26. Regard for people's physical and emotional well being.
27. Readiness to let people work out their own plans and do not impose yours.
28. Ability to offer alternatives.
29. Ability to let people set their own controls, not imposing yours.
30. Readiness to give praise whenever appropriate.

STUDY SHEET

2

IS HELP HELPFUL ?*

People in the service professions often see themselves as primarily engaged in the job of helping others. Helping becomes both the personal style of life and a core activity that gives meaning and purpose to the life of the professional. The youth worker, the camp director, the counselor, the consultant, the therapist, the teacher, the lawyer -- each is a helper.

Helping is a central social process. The den mother, the committee chairman, the parent, the personal friend, the board member, the dance sponsor -- each is a helper.

Help, however, is not always helpful. The recipient of the proffered help may not see it as useful. The offering may not lead to greater satisfaction or to better performance. Even less often does the helping process meet a more rigorous criterion -- lead to continued growth on the part of the participants.

To begin with, a person may have varied motivations for offering help. He may wish to improve performance of a subordinate, reduce his own guilt, obtain gratitude, make someone happy, or give meaning to his own life. He may wish to demonstrate his superior skill or knowledge, induce indebtedness, control others, establish dependence, punish others, or simply meet a job prescription. These conscious or partially conscious motivations are so intermingled in any act of help that it is impossible for either the helper or the recipient to sort them out.

Depending upon his own needs and upon the way he sees the motives of the helper, the recipient will have varied reactions. He may feel gratitude, resentment, or admiration. He may feel helpless and dependent, or jealous of the helper who has the strength or resources to be in the helper role. He may feel indebted, or pressured to conform to the perceived demands or beliefs of the helper.

We have all noticed that in certain cases the recipient of the help becomes more helpless and dependent, less able to make his own decisions or initiate his own actions,

*Adapted from a monologue by Jack R. Gibb, Consulting Psychologist

less self-sufficient, more apathetic and passive, less willing to take risks, more concerned about propriety and conformity, and less creative and venturesome. We have also seen circumstances in which, following help, recipients become more creative, less dependent upon helpers, more willing to risk decisions, more highly motivated to tackle tough problems, less concerned about conformity, and more effective at working independently or interdependently. Help may or may not lead to personal growth and organizational health.

Under certain conditions, both the giver and the receiver grow and develop. In general, people tend to grow when there is reciprocal dependence -- inter-dependence, joint determination of goals, real communication in depth, and reciprocal trust. To the degree that these conditions are absent, people fail to grow.

From the standpoint of the organization, help must meet two criteria: the job or program must be done more effectively, and the individual members must grow and develop. These two criteria tend to merge. The program and the organization are effective only as the participants grow. The same conditions that lend to organizational health lead to personal growth. The following table presents a theory of the helping relationship. Seven parallel sets of orientations are presented. One set of conditions maximize help and a parallel set of conditions minimize help.

TABLE ONE

The Helping Relationship

Orientations that help	Orientations that hinder
1. Reciprocal trust (confidence, warmth, acceptance)	1. Distrust (fear, punitiveness, defensiveness)
2. Cooperative learning (inquiry, exploration, quest)	2. Teaching (training, advice giving, indoctrinating)
3. Mutual growth (becoming, actualizing, fulfilling)	3. Evaluating (fixing, correcting, providing a remedy)
4. Reciprocal openness (spontaneity, candor, honesty)	4. Strategy (planning for, maneuvering, gamesmanship)
5. Shared problem solving (defining, producing alternatives, testing)	5. Modeling (demonstrating, information giving, guiding)
6. Autonomy (freedom, interdependence, equality)	6. Coaching (molding, steering, controlling)
7. Experimentation (play, innovation, provisional try)	7. Patterning (standard, static, fixed)

STUDY SHEET
3
HOW FAR DOES A RELATIONSHIP GO?*

DIRECTIONS: Consider the following ideas. What bearing do they have on you as a listener? On your student?

1. Objects which I exchange in a relationship are costly to me in terms of time, money, effort, or psychic rewards; thus even conformity may be expensive in terms of self respect.

2. The more I exchange, the more difficult it is for me to give another object - even an intangible one.

3. Every new object I receive in exchange has less value to me than the one before.

4. If I can buy attention, respect, or attention more cheaply from someone else, I will stop exchanging with you.

5. Equity Theory

My Rewards		Your Rewards
+	Should be equal to	+
My Investments		Your Investments

*Adapted from Social Behavior: Its Elementary Forms by George Homan, 1961.

STUDY SHEET
4
IT'S WHAT YOU SAY
THAT COUNTS

Have you ever talked with someone who asked you for help with a problem? You may have wanted to help, and even felt that you really could help. But then, somehow, the conversation ended up on another topic, and you perhaps felt somewhat uneasy, dissatisfied, or upset that you have not been able to help that person with his problem. "What happened?" you wonder. "Was it something I said that changed the nature of the conversation, or feeling between us?" In many cases, the answer would be "Yes." It's what you say that affects a difference in the relationships between people--that influences whether you really help them, or pass over their basic problems, leaving them to somehow unlock a solution by themselves.

Take this conversation, for example --

(Student): "It sure is difficult to do this work the teacher wants--at least it's difficult for me! I don't see the point in it."

(Helping person): "Well, you should at least try to do the work. Keep at it--don't give up yet."

(Student): "Yeah, I guess...but other students don't seem to have the trouble that I do."

(Helping person): "Don't worry. I know many people who have had the same problems as you in school, but they get through it somehow. I'll talk to your teacher for you--maybe that'll help."

Perhaps this serves as good social conversation -- it's lighthearted, tries to reassure, and attempts to take the student's mind off his worries and insecurity about his ability to do the work. But, as a good example of building helping relationships -- IT IS NOT!

In education, where our ultimate goal is to help each person develop his own unique abilities to his fullest potential, the dominant use of social conversation in human interaction

cannot be afforded. Each opportunity to build helping relationships between people should be recognized and acted upon--not wasted or ignored.

Referring to the illustrative conversation between the student and teacher-friend, if you were that student, would you feel that your teacher-friend had really understood you and your problem, or had tried to help you clarify the problem to yourself, or had helped you discover alternative ways to solve your problem?

While conversation such as that given may at first impression seem to be helpful to the student, closer examination reveals that it touches barely the surface of the student's real feelings, and in fact moves the discussion away from the basic problem expressed.

One can see that a different set of verbal responses is needed when building a helping relationship from the kinds of responses which might be appropriate to leading a social conversation. To learn the skills involved in building a helping relationship, one must learn to respond in a new way. Research has shown that people who are successful in helping others do respond consistently in certain ways which are almost opposite from the conversational style most frequently used in social studies.

There is no secret to it. The ability to build helping relationships through the appropriate use of verbal responses is a set of specific skills which, once identified, can be practiced immediately. The immediate feedback from the person with whom you practice these newly acquired responses will enable you to evaluate your own success in building a helping relationship.

This guide will enable you to identify and differentiate between those verbal responses which build helping relationships and those which are primarily social conversations. Basically, the aim is to learn and practice listening for the core or basic underlying concerns in what others are saying, and then to respond to this core in a manner which indicates your understanding of the person's concerns, and his feelings about that problem.

The types of verbal responses have been categorized into four dichotomous, or opposite, dimensions. There are four particular ways of verbally responding which research has shown to effectively distinguish the person who helps others from the person whose responses are non-helping. In other words, individuals who are successful in helping others tend to verbally respond in a different manner than those individuals who fail to help others. Thus, in all aspects of the educational program, it is vital to learn and practice these skills that have been shown to develop helping relationships.

Responses which lead toward developing social conversations may be classified at one end, while responses which build helping relationships are at the opposite side of the scale.

Verbal Responses Used in Social Conversations	Verbal Responses Used in Helping Relationships
Cognitive	Affective
Non-specific	Specific
Non-understanding	Understanding
Non-exploratory	Exploratory

Directions: Read the explanation and examples of the four different categories. Then turn to Worksheet # 1 page 34, and complete the problems to help you evaluate how well you understand and can apply the principles in building helping relationships.

DESCRIPTION OF VERBAL RESPONSE CATEGORIES

Affective - Cognitive Dimension

This dimension indicates whether your response refers to some affective or feeling aspect of a person's communication (an affective response) or whether your response omits any such reference to affect or feeling in the person's verbal communication (a cognitive response). These categories are more clearly defined as follows:

A. Affective Responses

Affect refers to emotions, feelings, fears, moods, desires, urges, impulses, fantasy, dreams and any ideas, attitudes, beliefs, convictions, etc. A good affective response by you is one which refers to any of this type of material on a feeling level. When you respond through reflection, clarification, or interpretation to the underlying feelings of the other person, or to what he implies are his feelings of the other person, or to what he implies are his feelings as he reveals them in his discussion with you, then you are making a good affective response which will build a helping relationship. For example, affective responses may:

(a) Refer directly to a stated or implied feeling on the part of the other person.
Example: "It sounds like you were really angry at him."

(b) Encourage an expression of feeling on the part of the other person.
Example: "How does it make you feel when

you don't do as well as you'd like to do?"

(c) Approve of an expression of feeling on the part of the other person.
Example: "It doesn't hurt to let your feelings out once in a while, does it?"

(d) Present a model for the use of interpreting and clarifying feelings.
Example: "If somebody treated me like that, I'd really be mad."

Special care must be taken in using the word, "feel". For example, in the statement "Do you feel that your student experience is helping you get the idea of teaching?", the phrase "Do you feel that...?" really means "Do you think that...?" Similarly, the expression "How are you feeling?" is often used in a matter-of-fact conversational manner. Thus, although the verb "to feel" is used in both these examples, these statements do not represent responses which are really "affective."

B. Cognitive Responses

A cognitive response by you is one which is on a non-feeling plane in that it is without any basic concern, reference, or recognition of the other person's feelings, emotions, moods, attitudes or any other emotions which may be implied in the person's communication. Instead, your response is at an intellectual-thinking level. Perhaps it asks a question or makes a statement concerning content material. Such cognitive responses are more formal, informative, matter of fact, of a general discussion order, socially acceptable oriented, and are altogether on a different plane from responses which make emotional contact with the other person through discussion of feelings, attitudes, etc. Cognitive responses include answering factual questions, "busy talk," discussing trivialities ("things"), repeating the other person's remarks verbatum, exclusive talk about third parties, or any general educational, intellectual, vocational, conversational, etc. type discussions. Frequently, such responses seek information of a factual nature. They generally maintain the interaction on the cognitive level. They focus upon what the person is thinking -- not what he is feeling. Such responses may:

(a) Refer directly to the cognitive part of the other person's statement.
Example: "So then you're thinking about switching from this class to something else?"

(b) Seek further information of a factual nature from the other person.
Example: "What was your grade on the last test?"

(c) Encourage the other person to continue to respond at the intellectual level.
Example: "How did you get interested in cars?"

It has been stated earlier that the helping person tends to use more affective or feeling verbal responses than the social conversationalist. This is particularly true in discussing personal-social problems when the other person's concerns are of an affective nature. But the reader should not generalize that all cognitive responses are undesirable and any affective response is desirable. There are times when a cognitive response is clearly most appropriate; there are times when an affective response should be used, and there are situations when either an affective or cognitive verbal response would be acceptable. When and how to use cognitive verbal responses will become clear as the other three verbal response dimensions are discussed.

Specific - Non-Specific Dimension

These categories indicate whether you, the helping person, are dealing directly with the other person's basic problem by confining your response to a concrete (specific) one quite relevant to the presented problem (a core response), or whether you pass over dealing directly with the other person's basic problem and give a more general, non-specific response not too relevant to the presented problem (an "outside area" response). These categories (specific -- non-specific) are more clearly defined as follows:

A. Specific Responses

These are core type responses which indicate that you are handling directly and honestly the basic problem presented or implied by the other person. Your remarks should be keyed to the central aspects of the problem which the other person is feeling and communicating. You are thus responding to the underlying concern, feeling, or meaning - the primary message -- of the other person's remarks in such a way that you zero in on his specific feelings or concerns being expressed.

Specific responses are those which influence the other person to think specifically about his problem areas or emotional conflicts and concerns. They are relevant to these problem areas or emotional conflicts and concerns, and move the discussion in this direction or bring the other person's discussion back to these specific topics. Such responses:

(a) Pinpoint more closely the other person's basic concerns.
Example: "This vague feeling you have when you get in tense situations--is it anger or fear?"

(b) Encourage the other person to distinguish between the factors affecting him.
Example: "Do you feel _____ in all your classes or only some classrooms?"

(c) Reward the other person for being specific.
Example: Other person: "I guess I feel this way most often with someone who I think isn't treating me fairly."
Helping person: "So as you put what others say in perspective, the whole world doesn't seem so bad. It's only when someone you respect, like your teacher, doesn't pay any attention that you feel hurt."

B. Non-Specific Responses

These are surface type responses which indicate that you are not dealing directly and honestly with the basic problem presented or implied by the other person. Rather, your responses stay away from the other person and his problem, or at least handle the problem at a superficial, surface level. These responses indicate that you have missed or ignored cues which reveal the other person's main problem areas. In such responses you concentrate on aspects of the other person's statements that are of less importance than the main message which the other person has attempted to communicate.

Non-specific responses are those in which you become abstract or intellectual rather than confining your remarks to the specifics of the other person's problem areas or emotional conflicts. Such responses are illustrated by all sorts of lecturing, sermonizing, and philosophizing to the other person. Thus such responses:

(a) Fail to pinpoint the other person's concern and cannot bring them into sharper focus.
Example: "It seems your problem isn't clear--can you tell me more about it?"

(b) Completely miss the basic concerns being presented by the other person even though you may ask for specific details.
Example: Student: "I've gotten all A's this year and I still feel lousy."
Helping person: "What were your grades before then?"

(c) Discourage the other person from bringing his concerns into sharper focus.
Example: "You and your sister argue all the time. What do other people think of your sister?"

(d) Lead to debate, or lecturing the other person.
Example: "I'm sure your teacher will comment on your work in the future. Don't be so disappointed about your grade. A lot of people have worked as hard as you and they didn't even get a grade as high as yours."

Understanding -- Non-Understanding Dimension

This category relates to how well your response communicates to the other person the fact that you understand, or are seeking to understand, the other person's basic problem. These categories are more clearly defined as follows:

A. Understanding Responses

These are responses which imply that you understand the basic underlying affective or cognitive concerns of what the other person is talking about, or are trying to get enough information from the other person (through appropriate reference to what the other person is feeling and expressing,) so that you understand.

Such responses:

(a) Directly communicate an understanding of the other person's communication.
Example: "In other words, you really want to be treated like a man."

(b) Seek further information from the other person in such a way as to help both your and the other person's understanding of the basic problems.
Example: "what does being a good student mean to you?"

(c) Reinforce or give approval of the other person's communications which demonstrates understanding.
Example: Other person: "I guess when people criticize me, I'm afraid they'll influence people

(c) I respect."
Helping person: "I see you're beginning to make some connection between your behavior and your feelings."

B. Non-Understanding Responses

These are responses which imply that you lack an understanding of the basic underlying feelings or ideas of what the other person is talking about. They often are responses which indicate that you are making no attempt to obtain appropriate information from the other person from which you may come to understand the other person's underlying concerns. Non-understanding responses are those which make inappropriate reference to what the other person is feeling or expressing, are inappropriately timed to significant cues, or are responses which are made after several significant cues have either been ignored or entirely missed. In essence, non-understanding implies misunderstanding. Such responses:

(a) Communicate misunderstanding of the other person's basic concern.
Example: Other person: "When he said that, I just turned red and clenched my fists."
Helping person: "Some people don't say nice things."

(b) Seek information which may be irrelevant to the other person's communication.
Example: Other person: "I seem to have a hard time getting along with my teachers."
Helping person: "Do all your teachers give you lots of homework?"

(c) Squelch understanding or move the focus to another irrelevant area.
Example: Other person:"I guess I'm really afraid that other people will laugh at me."
Helping person: "We're the butt of other people's jokes sometimes."

Example: Other person: "Sometimes I really hate my teacher."
Helping person: "Will things be better when you go into another grade?"

Exploratory -- Non-Exploratory Dimension

This category concerns the extent to which your response permits, encourages, or seeks further exploration on the part of the other person of any aspect of his problem areas or feeling concerns. These categories are most clearly defined as follows:

Exploratory -- Non-Exploratory Dimension

This category concerns the extent to which your response permits, encourages, or seeks further exploration on the part of the other person of any aspect of his problem areas or feeling concerns. These categories are most clearly defined as follows:

A. Exploratory Responses

Exploratory responses first indicate that you have recognized some portion of the other person's basic problem, and second, have made some verbal reference of this back to the other person in such a way that he is free to respond to any degree and depth he may choose. In addition to the verbal response, your whole manner creates an atmosphere for further exploration. An exploratory response, then, is one which concerns some aspect of the other person's basic problem and at the same time permits and encourages flexibility and freedom in the other person's response. Such responses are often open-ended, in question form, with no right or wrong answer, and allow the other person to explore his own feelings and to expand upon them. Thus, such responses:

(a) Encourage the other person to explore his own concerns.
Example: Cognitive -- "You're not sure what you want to do -- is that it?"
Affective: "Maybe some of these times you're getting mad at yourself; what do you think?"

(b) Assist the other person to explore by providing him with possible alternatives designed to increase his range of responses.
Example: Cognitive -- "What are some of the other alternatives you have to staying in this class?"

(c) Reward the other person for exploratory behavior.
Example: Cognitive -- "It seems that you've considered a number of alternatives -- that's good."
Affective: "So you're beginning to wonder if you always wanted to continue with school."

B. Non-Exploratory Responses

Non-exploratory responses are responses which indicate no recognition of the other person's basic problem and thus no attempt to search them out further, or responses which structure or limit the other person's response. A "yes" or "no" answer or a "pat" answer is often implied by such responses. Non-exploratory responses are those which give the other person little opportunity to explore or expand, or to express himself freely. Examples:

(a) "What is your average so far this year?"
(b) "That's a nice place to study, isn't it?"
(c) "What was your favorite teacher's name?"

At this point the reader should understand the four verbal response dimensions. You should be able to identify verbal responses in the four categories. You will now have the opportunity to test your skill in building helping relationships by recognizing verbal responses which are affective, specific, understanding and exploratory. Turn to the Worksheet # 1 , page 34, and complete the questions. You may refer back to this guide as often as need be.

SUMMARY

You have been introduced to four verbal response categories. You have learned that newcomers to the helping role, like yourself, often use too many cognitive, intellectual and factual responses, and that these responses are often non-understanding, non-specific, and non-exploratory.

Thus, you may be saying to yourself: "The next time I talk with someone in a one-to-one relationship, I'll try to use more affective, understanding, specific, exploratory responses. But how do I do this, there's so much to remember, and isn't the art of helping someone supposed to be a natural thing? I'll sound phoney if I try to pick and choose and formulate my responses!"

In order to help you use your learnings about the four categories as your own helping style, here are a few suggestions:

1. Responding with good helping responses is more a function of attitude and listening skill rather than memorization of content of this guide.

2. Listen for the core of the other person's statements. Don't think ahead or from theories about his problem, just concentrate on listening to his basic concern.

3. Respond to the heart or core of the other person's statements. Don't be concerned with superficial facts and information.

4. Listen for affect or feelings and emotions in the other person's statements. Respond to his underlying feelings.

5. Convey to the other person that you understand the core of his concerns. Help the other person understand the core. Don't be afraid to admit that you are confused, or that you don't understand. In such cases - seek understanding.

6. Make exploratory responses - avoid "pat" answers, superficial encouragement, etc., which tend to cut off further exploration of the other person's concerns. Use questioning inflection and open-ended statements or questions.

Use these suggestions, and your learning from this manual when you talk with others as a helping person. Improve your one-to-one relationships - IT'S WHAT YOU

STUDY SHEET
5
1:1 RELATIONSHIPS

Directions: Read these principles to guide you in building helping relationships on a one-to-one basis. Then complete the practice opportunities in which you apply these principles. Should you disagree with any of the answers given, you may wish to discuss this with a colleague or the Resource Person. Upon individual completion of this Worksheet, form a small discussion group with your colleagues or the Resource Person to test-out and justify your own proposed responses of the situations and to discuss and compare alternative helping responses developed by your colleagues.

PRINCIPLE 1

When another person, whether administrator, teacher, aide or student, complains to you, he is most often seeking someone to understand how he feels, and it is best to respond to his feeling tone, instead of trying to find out the facts or to verify who did what to whom. For example, Harold complains to the teacher that his friend called him a "so and so." It is best to respond to his feelings, such as "I understand how you feel, it must have made you angry and embarrassed to be called that in front of your friends."

Situation 1

Student: "I do not think my teacher gave me the right grade. I deserve a higher mark than that."

Teacher:

a. "No, you don't. I saw your teacher's grade book and based on your tests scores, you got the grade you deserved."

b. "Let's discuss it after I have a chance to talk with your teacher."

c. "Your voice sounds like you are really angry. You probably feel that your work was worth more."

PRINCIPLE 2

When a person makes a statement about himself, it is often desirable to respond, not with agreement or disagreement, but with details that convey to him that you understand his feelings. For example, when a person says "I am not good at this," it is of little help to tell him, "Yes, you are pretty lousy at it," or to dispute him, "Don't say that--you're really good at it," or offer your advice, such as "If you tried harder, you would be better." Such comments only hurt the other person's self-respect and decrease his confidence. It is best to meet such a statement with your understanding, such as "Some of the problems are hard to figure out. There is not an easy answer."

Situation 2

New Listener: "I am having a really hard time with this listening business. Sometimes I think I want to quit, but I have made a commitment and I guess I will go on."

Experienced Listener:

a. "I'll bet you would not have such a hard time if you would structure your Listening sessions a little more tightly. Your counselor could suggest some appropriate activities."

b. "I know what you mean. Somedays you do not think you are making any headway. Listening is a complex job. Sometimes it takes time to figure things out."

c. "You can't quit. Think of all the students who are depending on you."

PRINCIPLE 3

People naturally have mixed feelings toward persons who have authority over them. Administrators, teachers, and students may have feelings of liking and resentment at the same time. All people need to know that such feelings are normal and natural, and they will be spared much guilt by a calm, noncritical acknowledgement and voicing of his feelings: "You seem to feel two ways about him; you like him and dislike him," rather than "You are so mixed up. One minute you like somebody, then you say you hate him. Make up your mind!"

Situation 3

Student: "Boy, that teacher in my other class really makes me mad. He's so unfair. Sometimes I wish I could really tell him what I think of him.

New Listener:

a. "You're really angry at that teacher today, but last week you seemed to get along with him O.K. You seem to feel two ways about him."

b. "Being mad at him isn't going to do any good. The teacher knows best, and you should try to do what he says."

c. "What happened that made you mad at him? Tell me facts."

PRINCIPLE 4

Praise of a person should deal only with his efforts and accomplishments, not with his character and personality. For example, instead of saying: "You are such a good teacher (or student, or boy), " it is better to praise the accomplishment itself by saying, "The students are so involved in the activities you have planned for them. You worked very hard to develop ideas for each student, and it seems to have paid off," thereby letting the other person draw his own positive ideas about his personality.

Example: Helpful praise - "Your students are involved in many interesting activities."

Possible inference - "I have good ideas."

(Unhelpful praise) - "You are good in the classroom. Of course, you still have a lot to learn."

Situation 4

Listener: "I don't think that I should be meeting with Sally. There isn't anything really wrong with her. Sometimes I think that you don't trust me at all and only give me a student so that I won't complain."

Counselor:

a. "That's silly, you are doing a beautiful job! And, I couldn't do without you."

b. "How can you even think that, Sally does need you."

c. "By meeting with Sally you fulfill a very special need in her life. I have never seen her talk to anyone with the enthusiasm she displays with you."

PRINCIPLE 5

State criticism in a constructive manner, which confines itself to pointing out how to do what has to be done, entirely omitting negative remarks about the personality of the person. Criticize only the event, not the person. For example, when the materials students are working with are not put back in the appropriate place, one might comment, "I see the work area is not cleaned up. We do not want our work area to be messy. Here is the waste basket and the special drawer to put your materials in when you're finished using them," instead of saying "You ought to know better! How many times have I told you to clean up after you have finished? You are always leaving things a mess."

Situation 5

Student: "I wasn't really cheating on Mr. Smith's test. I was just asking Tommy a question because I didn't understand the problem he gave us."

Listener:

a. "Now, John, remember, we are friends. You do not have to explain your actions to me. You can trust me."

b. "Exam time is not the time for you to ask questions of your classmates. It is the time for each of you to do your own work so that your teacher can find out how well you have understood the work you have been doing the past few weeks. If you have any questions, ask your teacher."

PRINCIPLE 6

Accept the fact that other people will sometimes make us angry. All people are entitled to express their angry feelings provided they do not attack the personality or character of another person. For example, one might say, "I feel very angry when I see you hurt another person." This approach allows one to give vent to his anger without causing damage, and also illustrates an important lesson in how to express anger safely.

Situation 6

Listener: "This school system is for the birds. No one is truly interested in these kids who are not either really good or really bad."

Counselor: (Develop your own helping response which illustrates the principles that you are entitled to express your own angry feelings, but should not attack the character or personality of the volunteer.)

LECTURE I

HOW TO LISTEN TO CHILDREN

BY DR. ELIZABETH METCALF

Dr. Elizabeth Metcalf is a clinical psychologist and President of the Mental Health Association. Dr. Metcalf is going to talk with us on the subject "How to Listen to Children".

In the total, I think communication is made up of three parts. First, you have to get the child to talk to you, or to respond to you in some way. Then you have to listen properly to what they are telling you. And third, you have to make an appropriate response to the things that you have heard.

Let's talk a little bit about all the things we have just done and the things that we are going to do when we meet our children. First, how do we get a child to talk? Now, I think many of you are concerned with the fact that you are going to be enclosed in a room with a child for a period of time, and he may sit there and stare at you, and you may sit there and stare at him. How in the world are you going to relate to each other? Well, the first thing that you must remember is that the child is just as scared as you are. In fact, a little more because, after all, you are a grown up and you have talked a lot to other people before; but children are frightened when they are coming in to meet a strange person who they haven't seen before and they are just not sure what this is all about or what they are going to get into. So, you start off a little bit ahead and never forget this. You are the one that puts the child at ease. The first thing that you need to do is to let this child know that you care that he is there. That you are interested in seeing him, and that you are a person who likes children and likes to be with them.

Now, you can do this in many different ways. An interviewer is going to have his own way in doing this, so I am not going to give you any little specific things that have to be done in one way or another, but let me suggest that you tell a good deal to your child by your voice. You tell a good deal to the child by the way you look at them, the way you smile at them, the way you greet them . . . all of these very important first impressions, that make a great deal of difference in the way the child sees you, and the way he begins to respond to you. Don't rush the child, if he comes in and he is a little shy and he can't talk to you -- make him comfortable, greet him warmly, tell him a little bit about yourself and what you are there for and what this is. What you are going to talk about or why you are there, and why you may even tell him a little bit about why you are participating in the program and that you think this is important and that you are delighted to be able to see him. In the meantime, he is sizing you up, and this gives him a chance to see what sort of a person you are. Then, if he doesn't seem to come through with some ideas, or to have anything that he wants to say to you, don't hesitate to let things be quiet for a little bit . . . don't be worried if you don't talk all the time. Take it easy. Children move, although they seem to move very rapidly, in their thinking they move at a more slower pace than adults, so, take it easy and let him have free time. Now, if you are having a silence which runs off for just a little bit, you might want to talk about that. You might want to say to the child: "You know, sometimes it is difficult to talk to people you don't know very well. Or, sometimes people find it difficult to start thinking about some of the things that are concerning them, or that they want to talk to a stranger about". And sometimes you find that the child will say yeah, or nod his head or something and you can pick up on this and talk just a little bit about how you have this trouble too. And when you go and meet strange people, you don't always know exactly how to talk and you can't, you can't be sure what you can say to them and so forth, and talk a little bit about this -- to let him know that it is alright, he doesn't have to be concerned that he isn't very verbal right away, or that he can't think of a lot of things to do. If you are still finding that the child

isn't responding to you very well, then the next thing that you might try is to move into something that is non-verbal. We have all suggested, and you will be getting more suggestions about this in the course of your training program, that you bring something to the room with you that you think the child might be interested in . . . that you think he might enjoy working with, maybe sometimes it is only a little toy automobile that you can move back and forth. Sometimes it is a little game. Sometimes it is something else that you can show the child. . . icebreakers which help the child become involved with you, because again children are primarily non-verbal creatures and they do need some way of relating to you, that is not just conversation. So, if you have something that you can do with the child this may be the time to introduce it. Just at the beginning when you are trying. . . the child is trying to find his way in trying to talk to you. Now, once you have the child talking or responding to you or telling you about himself, remember this doesn't always have to be in all sentences and a total conversation. The children tell you a good deal about themselves in their body movements and the thing they do. A little child who will become involved with what you are doing and play and make comments, this child is relating to you just as much as if he carried on in a full conversation. So when the child starts to talk and starts to relate to you, your very important job of listening starts, and this is why all of you are called "listeners"because we think that the important thing here for you to do is to be sure that you listen to the child and be sure you hear what he says. We have a saying in my business "Listening with a third ear, and listening with a third ear is really listening with your heart". So when you listen to the child, listen for his feelings, listen for the things he means to tell you but he perhaps is not able to put out in the kind of words that many adults would do. So listen for the things that you hear him say that relate to his feelings the way he is responding to you. The kind of things that he may only give you in parts and gestures and little things.

Listening in this situation is different than listening to a friend at a cocktail party or listening to someone on the radio or on TV, where you may be listening with one ear doing two or three other things, or you may just be listening so that you are waiting for a chance for you to talk, as you do so often in conversations with friends.

In this situation, we want you to listen as if your life depended on what was happening. Listen as though you had to take an exam on this in half an hour. Listen as though you were going to have to give back verbatim, in other words, listen with every fiber of your body, of your being, of your feeling, everything that you can do. So that you are really picking up everything the child is trying to tell you.

Now, once we have gotten the child to relate and respond to us, and once we really are involved in the listening process so that . . . we have ears and we are all ready to go to the next thing that comes to us that is of some concern is -- how do we respond to what they say? How . . . what do we come back to them with? How do we respond to the things that we are hearing?

The first thing I would like to say to all of you is don't be concerned that you have to solve any problem the child brings to you in any immediate sort of way. This is a trap which children set for you not intentionally in the sense of wanting to be mean or hostile or anything like that. But they will sort of come to you and say, "Are you the big expert?", "Are you going to solve all my problems?", "Are you like my teacher who always answers all my questions when I ask her this?". "Is this the kind of person that you are?", and so, you have to establish in your early responses that you are not going to come in with a lot of cheap answers, a lot of short answers, a lot of quick answers that don't completely reflect a lot of thinking and don't encourage the child to do his own thinking, so don't be concerned if the child says to you, "What will I do about my teacher?", "What is going to happen to me tomorrow?", "What course should I take?", "How should I handle this?

I think this often makes us anxious, and we feel that we are not doing our best for the child if we don't come in and answer these problems. Actually, we are doing our best for the child if we encourage him to do his own thinking. Don't be pressured to give answers. Respond to the child in a way that will encourage him to talk. Ask him to tell you more about the situation. Ask him to consider alternatives to a situation. All of these are very important ways of getting him to talk more about his concern and perhaps solve it for him. Be honest. If I could say one important thing about your response, that is honest, don't try to say that the child is going to be alright, I'll fix it. Don't worry. Maybe he has things to worry about. So be very honest in the way you respond to the child, your child. Children can tell whether or not you are honest. So be very honest, be very open, be very warm and remember to be the patient seeker after understanding,. don't feel that you have to greet this child as the expert who will solve all his problems.

LECTURE II

HOW TO LISTEN TO CHILDREN

BY JACK PRESLEY

Hello there! I'm so glad to see you in this program because I know that you are going to enjoy it. It's a thrill to be able to help boys and girls and to see them grow; whether they are growing intellectually or whether they are growing emotionally. You volunteered because you like children, because you are interested in them. Now I want to talk to you a few minutes today about the possibility of getting children ready to talk so that you can listen; because it's pretty hard to listen when nobody is talking, right? So, let's talk about some of the ways we can get children to talk, so that you can listen. The first thing that you need to do to get children to talk is to motivate them. Now thats a big euphemism you know that we talk about, but what does it really mean when we want to motivate a child? We want to get him to do something that we want him to do. In this case, talk about the way he feels about things. Well I would suggest that, if at all possible, before you see the child the first time, talk to his teacher, talk to his counselor or anyone else who works with him. Find out something good about him, so when you first see him you can make 2 or 3 statements that are positive; that is to say you can compliment him honestly and sincerely. Now lets don't have any put-on, because children can read you loud and clear. So, make sure that you are saying something that is genuine. Don't say to Mary, "Your hair looks good", when its all torn up and she knows it. Don't say to Johnny, "Hey man, that's a sharp shirt you've got on", when he had a real fuss with mama this morning, he didn't want to put the blamed thing on in the first place. You haven't really complimented him. Compliment him on those things that he really enjoys and that he has really accomplished.

If the teacher tells you about some nice thing that he did in school; he picked up Mary's books when they dropped, or something of that nature, that is a good thing to compliment him about. In order to motivate children, we have to give them reinforcement. I make some pretty radical statements sometimes, but all we psychologists are sort of nuts anyway, you know, and if we are not nuts then we don't qualify to be real psychologists. So, that's why I make such broad statements. One of the statements I make is simply this, that nobody does anything unless he gets some kind of reinforcement out of it. Nobody? That's right, nobody does anything unless he gets some kind of reinforcement. That is to say, once he has done a particular act or behaved in a certain manner, something happens after that that the child himself interprets as being valuable to him in some way. If he doesn't interpret it as being valuable he is not going to do it again or at least not many times. It would soon dissipate and as we say in Psychology, it extinguishes. See, we've got big words for everything, so don't run away, I have some more for you in just a little while.

I want to talk to you about reinforcement though, on several levels. I've talked about four levels of reinforcement, not because that's all there are, that's all that I can think of. And if you can think of some more, that'll be

great. First of all, I've talked about reinforcement on a basic level. Everybody can respond on a basic level. That is to say, if the organism has a need and behaving in a certain way fulfills the need, then we are responding on a basic level. If a child is hungry you can give him food and by giving him food you can get him to do most anything you want him to do. Especially, if he is hungry enough and he has been without food long enough. But we really don't deal with children on that level very often. Most of the time the children who come to us in school, at least hopefully, have had something to eat, and they are not literally hungry. Although people will respond to food, even when they are not hungry.

So, lets move up to another level that is a little more practical to use with children in your listening situation. You want the child to be motivated and you want him to talk about the things that give feeling to him and are important to him then promise him or make available to him some kind of an activity. Children love to be involved in activities. Now this might be that you simply take him out to walk around the block or to go out and look on the campus at some of the flowers or shrubs. It depends on the age of the child. You'll have enough common sense to know what kind of things would interest the child. But an activity is a tremendously motivating force, especially for a child who has to sit in a school building all day for five or five and a half hours. You know, Man, its just great to be able to get up and walk around the hall. If the teacher asks, "Who would like to take a note to the principal's office?" all the little hands will go up, you know, because after all, we've been sitting here all this time, its high time we got time to move around. So, if you can, give him some activity, especially if it's a planned and interesting activity, as a result of reaching some behavioral criteria. So that as you listen to your children, you find that some of their problems relate to their own behavior. That is to say, Johnny is having a hard time getting along in the classroom because he won't stay in his seat; or because he won't listen to the teacher because he just can't keep his hands to himself. He has to pull Mary's hair, and he has to bump Billy with his elbow while he is going to the pencil sharpener. It just seems that there is no way to get by Billy without that elbow going up. So, if you want to motivate him to correct some of those behaviors and thereby make his own life more enjoyable, give him some kind of activity that will motivate him. It's a reinforcer. Then many of our children can function on the level that will be called social reinforcement. As a matter of fact, we hope that they all might eventually function on this level most of the time. Which is to say they simply want your approval.

By reason of the fact that you are an adult indicates that most children want your approval, because you automatically become associated as an adult with the power structure of our society and with what we sometimes refer to as the pecking order. You know, the rooster pecks on the big hen, and the big hen on the little hen and the little hen on the little chick. The child realizes that he is the little chick, so that if you can show him some attention and some acceptance, all of a sudden he doesn't have to be the little chick any longer and he can elevate himself in the social order. My what a tremendously motivating power that is to realize that you can climb up in the social world. So, if you want to motivate the child to change some of his behaviors that are causing him difficulties, just start bragging on him. Just give him some honest, sincere, positive compliments.

Remember I said at the beginning to give the child a compliment? Don't quit then, because he needs it repeatedly. We recognize in the field of learning that children need repetition. You are aware of this, I'm sure. There was a fellow that demonstrated this truth to us by working with pigeons. He had a pigeon and put it into a box. Then he said to the pigeon, "Hey, you dumb bunny, run over there and punch that lever, and I'll give you a piece of corn." Do you believe that? Of course you don't believe that. That's ridiculous, because the pigeon couldn't communicate. Well then how in the world could you teach a pigeon that when he goes into the box he should go over and punch the lever in order to get corn? Well, would you believe that it's primarily by trial and error. That is to say you wait until the dumb bunny happens accidentally to punch the lever then be sure that you are on the spot, give him his corn. Then the ole pigeon says, "Hey that's the game. I punch the lever, I get the corn." Well, not the first time. As a matter of fact, it takes him about 150 trials to figure that out. So, it takes children a little time, also. But, if the child behaves properly and the teacher tells you after you have visited him a second time or the third time or even the first time that he has done some nice things, you take the time to reinforce those nice things that he has done by saying, "Boy, that was grand. Your teacher told me what a nice guy you were." And learn to use superlatives. You know, a lot of people have a big hang up with this. They just can't say, fine, great and grand and wonderful, marvelous. It comes a little hard to them. Well, I think one of the reasons that it comes a little hard to us is because we are born and reared in a negative society. You know most everything in our whole society is geared to the negative. As a matter of fact, when you were first born the doctor grabbed you by the heels and stood you upside down and WHAM right on the bottom. You know you start off, negative. Well you live negative. That is to say, you take your automobile today, for instance. When you start out home from your work you stop at every stop sign, every stop light, give a turn signal every turn you make, do everything perfectly, pull up in your driveway and as soon as you get in your driveway, nobody will do a thing or say a word. But turn it around. Run through three of those stop signs, and about two of those stop lights; there will be plenty said. About $25 or $30 worth down at the Justice Building. Do you get the point? Now, we need children to recognize that the lives that they lead can bring responses from us when they do the right things, when they do good things. So, motivate your children, socially, by saying nice things to them. You might, if you have an opportunity, utilize some help in giving them positive reinforcement. I suggest that people stand before the mirror and act a little bit. What's wrong with facial expressions?; What's wrong with gestures?; Use them to motivate children.

Now the last level I have up here you don't have to worry much about. That's mastery; not many children reach that level for many things. But work on this social level and you can motivate children to do a lot of things and to solve a lot of their own problems because really a child solving his own problems is the best solution that can be found.

ACTIVITIES THAT PROMOTE COMMUNICATION

These are activities and techniques used by other Listeners. Perhaps you can make use of them:

1. Games :

   Checkers
   Tick-Tack-Toe
   Hangman
   Monopoly
   Etch-a-Sketch
   Puzzles

2. Crafts :

   String Beads
   Sewing
   Crayons - Blank paper
   Play Dough
   Silly Putty

3. Activities :

   Bean Bags
   Walks to collect items that can be used in activities, such as nuts to be dried and strung as beads.
   Drawing in the sand
   Punching bag
   Hop Scotch
   Mail to be sent to them in their name
   Reading in the library
   Making experience books
   Things you do together
   Writing a book
   Listening to records, tapes, or watching films or filmstrips
   Working on projects suggested by the teacher and related to classroom
   Growing something, plants, animals, etc.
   Making a bulletin board
   Watching television
   Working on projects to improve the school
   Writing an article for the school newspaper

IV

BIBLIOGRAPHY

AND

OTHER RESOURCES

BIBILIOGRAPHY

1. Books to be found in Mental Health Association office library: 800 Brickell Plaza

Growing Up in a Changing World, pages 5-14, 33-44, 106-112, World Federation for Mental Health

Human Relations in the Classroom, Bullis & O'Malley

Your Child Makes Sense, Edith Baum

A Word to Parents about Mental Hygiene, Leo Kanner. M.D.

Teach Us What We Want to Know, Byler, Lewis, Totman

Your Child from Six to Twelve, U.S. Department of H.E.W.

Normal Adolescence, Group for the Advancement of Psychiatry

2. Books to be found in School Volunteer Program office

Building One to One Relationships

Is Help Helpful, Jack Gibb

Everybody is Somebody Special, Curriculum Bulletin - 19D, Dade County Public Schools

Promoting Mental Health in the Classroom, National Institute of Mental Health, Karen Todd, Ph.D.

3. Books and periodicals in the Miami Public Library

The Child and His Elementary School World, Ruby Warner

Child Behavior, Frances Ilg

Child Development, Marian Breckenridge

Childhood in Contemporary Cultures, Margaret Mead

Who Am I, M.W. Hudson

Between Parent and Child, Haim Ginott

Between Teacher and Child, Haim Ginott

Between Parent and Teenager, Haim Ginott

The Silent Language, Edward Hall

The Miracle of Dialogue, Reuel Howe

P.T.A. Magazine

Parents Magazine

Psychology Today

4. Books you can easily buy

Games People Play, Eric Berne

I'm O.K., Your O.K., Thomas Harris, M.D.

How to Read a Person Like a Book

Body Language

Reality Games, Hollander and Sax

Learning, (Magazine)

5. Additional resources to explore

A. Related Training Programs

1. Green Circle
2. Magic Circle
3. Peer/teen Counselor Training
4. Parent Effectiveness

B. Additional sources of information

1. Mental Health Community Days
2. Professional Library at Lindsey Hopkins
3. University of Miami Continuing Education Center
4. Center for Dialogue
5. Miami/Dade Community College Life Lab
6. Dade County Staff Development Courses
7. Volunteers In·Sight
8. "Esprit de Corps"